

The University of Chicago

A STUDY OF THE ADJUSTMENT
PROBLEMS OF FRESHMEN
IN A CHURCH COLLEGE

A PART OF A DISSERTATION SUBMITTED
TO THE FACULTY OF THE DIVINITY
SCHOOL IN CANDIDACY FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF PRACTICAL THEOLOGY

1932

By

EARLE EDWARD EMME

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TO MY WIFE

*Whose Faithful Co-operation
At Every Step of the Way
Has Made This Volume Possible*

FOREWORD



IT IS BECOMING INCREASINGLY CLEAR THAT EDUCATION OF whatever sort is an affair of persons. Its primary function is not, as traditionally has been assumed, to transmit the accumulated and logically organized subject-matter of the past to the oncoming generation. Neither is its primary function to mold the young into the traditional behaviors and institutions of society in its *status quo*. The primary function of education is to assist persons during the period of maximum growth to make satisfactory adjustments to their physical and social world by helping them discover and face the issues which these worlds present and by placing at their disposal every available resource of knowledge, standards, and techniques which the experience of the past has deposited. Such a procedure involves the weighing of present experience in the light of the best achievement of the past and of the new demands of a changing culture, and the discovery of ways in which the processes and institutions of our going social life may be improved.

It is of the utmost importance, therefore, that those who are responsible for the conduct of education should know the situations which students face, the issues that are involved in these situations, and the factors that are deter-

minative of the behavior of students in the adjustments which they are called upon to make. In his research Dr. Emme has made an attack upon one aspect of this problem. He has undertaken with a marked degree of success to explore the problems of adjustment which freshmen face on the campus of a church college of five hundred students in the Middle West. The value of his investigation consists largely in its specificity and in its intense analysis of the experience of a limited group under favorable research conditions. In his investigation Dr. Emme was given every possible assistance by the administration and the members of the faculty. With the status of Student Consultant he was given complete access to both students and members of the administration and faculty in their various relationships on the campus. Much attention was given to the unhurried establishment of *rapprochement* and to the motivation of the students to co-operate in a self-exploration of their experience as freshmen. The sampling, based upon three criteria established by standardized tests, was thoroughly representative of the freshman group. Dr. Emme wisely discarded superficial questionnaires in favor of the more intensive interview and case history techniques. By the use of these techniques he was able to locate and rank the adjustment problems of this particular group of students and to secure descriptions of the ways in which the students experienced them. By the use of the critical ratio he was able to discover the operation of three factors—intelligence, emotional stability (neurotic tendency) and socio-economic status—on the adjustment problems of the students.

Dr. Emme does well not to generalize beyond the data furnished by his study of a particular campus. Neverthe-

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less, his findings reveal trends that will be of use in the study of other student groups, further open up the problem for other investigations, and suggest a methodology for exploring student experience. His study will be of interest to administrators and teachers who are concerned with the implications of education for the development of persons in their interaction with other persons and with the culture process.

WILLIAM CLAYTON BOWER.

THE UNIVERSITY OF CHICAGO.

PREFACE



THIS BRIEF VOLUME IS THE RESULT OF MANY PROCESSES. Some fifteen years ago the writer attempted to teach two hundred freshmen in four so-called orientation classes in a college. The usual textbook, lecture, and examination techniques were used to put the work on an academic standard with the other academically recognized courses in the college curriculum. But it was soon discovered that many forms of freshman adjustment were made most effectively as a result of personality diagnosis through tests of various types, weighing of judgments with other professors, student conferences, and an examination of the past educational and life record of the student. Such a combination of procedures made it possible to see what was involved when a student was trying to make adjustment to his new college environment.

Since this earlier adventuring in student diagnosis, other college teaching and administrative responsibilities of an educational nature have not beclouded the significance of student adjustment with other factors in the educational process. During these various procedures, the research interest and accompanying techniques, while kept in the background, were constantly being applied. The foci of atten-

tion have always been placed upon persons seeking to make adjustment to their world of reality.

This task of relating individuals and groups to objectives in the learning process took on a concrete research form three years ago. An agreement was reached between a college and the Religious Education (Practical Theology) Department of the University of Chicago whereby the writer was to make a careful study of a freshman class in a college of five hundred students. If rightly done, it was expected that an adequate report of the research would meet part of the requirements for an advanced degree. The study was limited to the discovery of the adjustment problems actually being faced by the freshmen. So the present volume is a partial report of the entire freshman research. The complete report can be found in the University of Chicago libraries.

1. "*What are the adjustment problems that a freshman class faces in a college of five hundred students?*" The 5,959 adjustment problems were distributed among nineteen areas of difficulty. They are reported in Chapter II. The general reader should keep in mind that this adjustment study is limited to the discovery of these *problems* and is not a report of "student complaining." Time did not permit the disclosure of those situations where adjustment had been made easily or where students might express themselves very appreciatively of various phases of college life.

2. "*What is the nature of these freshmen adjustment problems?*" In order to give some indication of the nature of the situation out of which these particular adjustment problems arose, a few of the many descriptive statements of the freshmen, a sampling of the class on three tests, are included in the connection with the appropriate area of

PREFACE

problems. Because these descriptions do tell their own story, the reader is expected to draw his own conclusions. This procedure works for brevity of reporting as well as helps the student to think the situation through in the light of what another student said. This seems to mean more to the average student.

3. *“To what extent were the factors of intelligence, neurotic tendency, and socio-economic status operating upon, or responsible for, these 5,959 adjustment problems?”* While considerable credence has been placed upon the intelligence factor as being directly related to freshman mortality in college, this study reveals that both socio-economic status and neurotic tendency were functioning with greater significance. The functioning significance of these three factors is reported in Chapter III.

Certain college Presidents, Deans, Curriculum Makers, various counselors and leaders of college students and young people have found these findings useful, especially in applying the use of the check-list of problems (Ch. VI) as an uncovering instrument, the case descriptions of situations on student problems, the method of sampling, and the relative functioning significance of the three factors on the various adjustment problems. The check-list, in addition to serving as an uncovering instrument in the location of young peoples' problems for discussion, convention, and college class (freshmen orientation groups) purposes, has been found useful in getting at the immediate difficulties faced by individuals as a background for a conference between a student and his educational or vocational consultant.

Those who are interested in the complete study as a piece of scientific research would do well to read Chapter I very carefully. Here the setting, purposes, and techniques

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of the study are set forth. The safeguards against defense mechanisms and misleading symptoms at work are explained in section four of the same chapter. The importance of the co-operative phase of the study should not be overlooked as a possible technique of classroom procedure as well as a method of research.

Chapter IV gives the general implications and conclusions of the study.

Chapter V includes a brief but highly selected bibliography.

If this book is instrumental in adapting the curriculum to the needs and interests of some freshmen as well as other young people, in addition to urging the importance of discovering where individuals are having difficulty in facing reality, the writer will be pleased. E. E. E.

UNIVERSITY OF CHICAGO, MARCH 1, 1933.

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CHAPTER I



INTRODUCTION

I. THE PROBLEM

EDUCATION ON THE COLLEGE LEVEL IS GOING THROUGH A RAPID transition in curriculum construction as well as in its administration. Trends in curriculum theory¹ reveal that current progressive ideas place the focus of interest upon individuals rather than upon subjects to be taught.² These student individuals, to be sure, are preparing to live in an adult society, but they are also living their lives here and now.³ This means a shift of emphasis "from the experience of the remote past, on the one hand, and from the experience of the remote future, on the other hand, to an ongoing and meaningful present experience." But this education for adequate living in present situations must not be understood to mean the neglect of the past or the future. The past is considered antecedent experience, and the future

¹ William C. Bower and Earle E. Emme, "Trends in Curriculum Theory with a Selected Bibliography," *Religious Education*, XXVI (March, 1931), 259-271.

² J. B. Johnston, "The Adjustment of the Curriculum to the Individual Student, including Pre-entrance Advising," Thirty-first Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1932. Pp. 181-186.

³ Franklin Bobbitt, *The Orientation of the Curriculum Maker*, Twenty-eighth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1928. Pp. 41-45.

subsequent experience.⁴ Thus present experience takes on a meaningful and ongoing significance.

The Church College cannot escape this transition in educational philosophy. In the past, the Church College curriculum has been largely determined by the policies of the standardizing agencies with the addition of a few biblical or religious courses, and with some emphasis upon a so-called Christian teaching corps. A viewpoint gaining favor very rapidly is that not only courses, but teaching techniques, all faculty and student relationships and activities outside the classroom, bear a definite functional relationship to the view of life students acquire in the college.⁵

Limited approaches have been made by the Liberal Arts Colleges to consider the students in their curriculum procedures. Freshman mortality as compared with that of the other classes would warrant unusual care in admission and orientation. Even the use of Freshman Week has resulted in little more than lecture giving and a few procedures in study techniques.⁶ Only occasionally is an attempt made to discover the actual adjustment problems the freshmen are having.⁷ Krueger⁸ made extended case studies of a comparatively few students with no definite criteria for his selection. He found the areas of experience stated in terms

⁴ William C. Bower, *Character Through Creative Experience*, Chapter I. Chicago: University of Chicago Press, 1930.

⁵ George A. Coe, *What Is Christian Education?* Pp. 127, 128. New York: Charles Scribner's Sons, 1929.

⁶ J. C. Miller, *The Induction and Adaptation of College Freshmen*. University of Missouri Bulletin, Vol. XXXI, No. 32. Columbia, Missouri: University of Missouri, November 10, 1930.

⁷ J. C. Knode, *Orienting the Student in College*. New York: Bureau of Publication, Teachers College, Columbia University, 1930.

⁸ L. C. Pressey, *Some College Students and Their Problems*. Columbus, Ohio: Ohio State University Press, 1929.

⁸ E. T. Krueger, *Autobiographical Documents and Personality*. Ph.D. Dissertation in Sociology, University of Chicago, 1925.

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of tensions in which difficulties were found to be: (1) health; (2) mental capacity; (3) intimacy (including the parental); (4) sex; (5) economic; (6) vocational; (7) personal attractiveness; (8) philosophy of life; (9) cultural; (10) ritual (in morals and good breeding).

Reeves, Russell, Brumbaugh, and others⁹ found in their survey of thirty-five Methodist Colleges that the personal problems of 3,513 students ran like this: finances, 1,098, or 31.3%; vocation, 851, or 24.2%; forming acquaintance with opposite sex, 20.8%; forming acquaintances with the same sex, 20.7%; fear of failure in courses, 18.7%; poor study habits, 16%; religious questions or doubts, 15.8%; difficulty or misunderstanding with the instructor, 15.3%; timidity, 13.6%; worry, 12.5%; homesickness, 10.9%; etc.

Katz and Allport¹⁰ made a reaction study of the attitudes of students at Syracuse University on the basis of a questionnaire somewhat carefully constructed to offset the limitations of the technique. The primary groups of problems were: vocational, fraternity, college activities, self-expression in relation to the curriculum, personal ideals, desire for personal advice, snobbishness, religious beliefs and observance.

Professor Kent¹¹ urges that an entire freshman class be studied scientifically so that a clear picture can be gained of four years in college, gathering every possible bit of data concerning each member of the class.

An evaluation of the above as well as further consideration of other related researches of lesser significance re-

⁹ Floyd W. Reeves, John D. Russell, A. J. Brumbaugh, and Others, *The Liberal Arts College*, Table 104. Chicago: University of Chicago Press, 1932.

¹⁰ Daniel Katz and Floyd Allport, *Students' Attitudes*. Syracuse, New York: The Craftsman Press, 1931.

¹¹ R. A. Kent, *Higher Education in America*. Chicago: Ginn & Company, 1930. P. 491.

veals that there is much need for studies which will reveal what the actual adjustment difficulties of freshmen are in various types of colleges and universities.

2. PURPOSE OF THE STUDY

The purpose of the present study is:

(1) To discover the areas of experience in which the freshmen found difficulty in making adjustment.

(2) To determine the relationship of the factors of Intelligence, Neurotic Tendency, and Socio-Economic Status to the areas of experience in which the freshmen found difficulty in making adjustment.

In a church college situation of five hundred students, the freshmen were studied from the standpoint of the students themselves.

3. TECHNIQUES AND INSTRUMENTS USED

3.1 STANDARDIZED TESTS:

- (1) American Council Psychological Examination, 1930 (ACE).
- (2) Thurstone Personality Schedule (TPS).
- (3) Sim's Socio-Economic Status, Form C (SSES).
- (4) E. J. Chave and L. L. Thurstone:
 - a. Attitude Toward the Church.
 - b. Attitude Toward God (A & B) Reality of God.
 - c. Attitude Toward God (C & D) Influence on Conduct.

3.2 TWO GUIDED INTERVIEWS WITH EACH STUDENT.

(1) The first interview averaging thirty minutes in duration was to make sure that each student understood the procedure with respect to reporting problems by secret number, use of check-list, nature of descriptive statement of

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adjustment problems, and to make it possible for the student to offer suggestions.

(2) The second interview, usually longer than one hour, was for the purpose of going over the whole procedure to make sure the student had reported what he wanted to.

3.3 CHECK-LIST resulting from individual and committee reports presented by the freshmen (a part of 3.4 procedure).

3.4 FRESHMEN ORIENTATION GROUPS.

Seventy-three students were selected for the study. These students met in four groups once each week for a semester yielding one hour of credit. The procedure of the groups was:

(1) The students were free to raise the questions or request such procedures as the groups determined. Usually some area of experience, with emphasis upon the difficulties they were encountering, was under consideration. Care was taken to put the emphasis upon many possible issues rather than drawing conclusions to limit thought. This process served to open up an area of thought.

(2) Each student handed in a statement of his particular problems related to the area of experience under consideration. By means of a secret number the identity of the individual student was not revealed.

(3) Student committees assisted the writer in organizing the problems reported. Each student served on two committees.

(4) The problems when organized resulted in a Check-List.¹² This check-list was mimeographed and each student given a copy with instructions to check only those difficulties which concerned him. The only exception to this

¹² For complete check-list see Chapter VI.

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procedure occurred in the area on "Difficulties with the Administration." Here the problems were of such a personal nature that the director of the research made the summary study of the reported problems but did not submit the findings in the usual form of a check-list to the students, as was done with the other areas of difficulty.

(5) Each student checked his problems in a given area 1, 2, 3, 4, in the order of intensity of difficulty to him.

(6) On the reverse side of each page, if a student had problems in that particular area, he gave a description of the two problems most disturbing to him.

(7) When their problems had been covered, resulting in nineteen areas of experience, the second guided interview was held with each student. (See 3.2.)

3.5 TECHNIQUES OF COUNSELING.

The director of the research made himself available for student interviews. His title was "Student Consultant." An average of three days each week spent on the campus made it necessary for him to limit his conferences with upper classmen.

3.6 INDIVIDUAL AND COMMITTEE REPORTS were described under 3.2 and 3.3.

3.7 TWENTY-FIVE LIMITED CASE STUDIES

In order to select twenty-five students according to the criteria of intelligence, neurotic tendency, and socio-economic status, the following procedures were used. The seventy-three scores were distributed into three groups as upper, middle, and lower on the tests used in measuring the above criteria. Individual cases were selected in such a way that all combinations of the three groups with respect to each criterion were made as indicated by key let-

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ters. This made twenty-seven combinations. Two cases were omitted by random selection (B G S and C G S) in order to reduce the number of cases to twenty-five. Table I indicates the twenty-five selected cases and their relative status on each of the three criteria.

TABLE I

APPLICATION OF THREE CRITERIA TO THE SELECTION OF TWENTY-FIVE CASES

I INTELLIGENCE (ACE)	II NEUROTIC TENDENCY (TPS)	III SOCIO-ECONOMIC STATUS (SSES)
A Upper Third B Middle Third C Lower Third	E Upper Third F Middle Third G Lower Third	S Upper Third T Middle Third U Lower Third
Case 15 A E S	Case 50 B E S	Case 61 C E S
Case 36 A E T	Case 65 B E T	Case 37 C E T
Case 63 A E U	Case 71 B E U	Case 33 C E U
Case 52 A F S	Case 6 B F S	Case 62 C F S
Case 54 A F T	Case 66 B F T	Case 2 C F T
Case 67 A F U	Case 30 B F U	Case 3 C F U
Case 72 A G S	Case . . B G S	Case . . C G S
Case 73 A G T	Case 40 B G T	Case 4 C G T
Case 57 A G U	Case 1 B G U	Case 60 C G U

4. ORIENTATION GROUPS AS A TECHNIQUE

In order to safeguard against possible defense mechanisms, or misleading symptoms of real difficulties rather than the reporting of the actual adjustment problems, the following factors in the procedure were made very clear to the students at the outset, and occasionally referred to:

4.1 Students were not put in a situation where any defense for a position was necessary. In the discussions, in the reporting of problems, or in any step of the procedure, each student was given to understand that he could take such part as he chose. No credit or discredit was attached to the reporting of many or few problems.

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4.2 The adjustment problems reported by each student were not only checked by him on the final check-list; they were described in writing.

4.3 Students were urged to report as accurately as possible, making the descriptive situations of the problem very clear so that the entire study would be significant as affording a picture of a true condition. Inasmuch as this type of a study had never been made of a freshman class, a number looked forward to a complete report of the study.

4.4 The students were given to understand that everything possible would be done to improve conditions related to their problems. (For example, two very important adjustments involving many students, with respect to teaching techniques, were made within one week after the report.) Many individual problems were adjusted shortly after being reported. A number of the students felt that these results would also be of value to the freshman class the following year.

4.5 Reporting was done by use of a secret number so that no student could identify the reports of any other student. (The secret numbers were known only to the director of the study.)

4.6 At the close of the study each student reconsidered his first reports and made a recapitulation of his total adjustment problems with respect to the total nineteen areas of experience as he had previously checked them and had described their related situations. Then he indicated those problems which still persisted; those which were worse; those which had become better; and the "why" of the condition indicated.

4.7 Hearty student and faculty co-operation was given the

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study. No student hesitated or refused to report his adjustment problems. Only three students had to drop out of the originally selected groups, and for very good reasons. Many not included in the selected sampling desired to join the groups for the study. The regularity of attendance, promptness of reports, faithfulness of committee work, and eagerness for conferences revealed a true spirit of interested and sincere co-operation.

5. CRITERIA IN THE SELECTION OF THE STUDENTS

There were 137 students in the entire freshman class. In order to reduce this number for the study, seventy-three were selected on the basis of three criteria: (1) Intelligence; (2) Neurotic Tendency; (3) and Honor Points¹³ earned the first semester. The scores on each of these functions used as criteria were distributed in decile groups. By random sampling a number were selected from each of these decile groups on each criterion approximating the number remaining. In other words, the seventy-three selected students numbered slightly more than one-half of the entire class.

Figures 1, 2, and 3 reveal the relationship of the students selected for the study to the entire class. These figures show a very close approximation. While the Socio-Economic Status factor was not used as a criterion in this particular selection, figure 4 indicates that the seventy-three selected students were well distributed for the study on the basis of this fourth function.¹⁴

¹³ The following scale of honor points was used: A-4, B-3, C-2, D-1.

¹⁴ The Chi Square Test formula indicated a good fit: $P = .37$.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

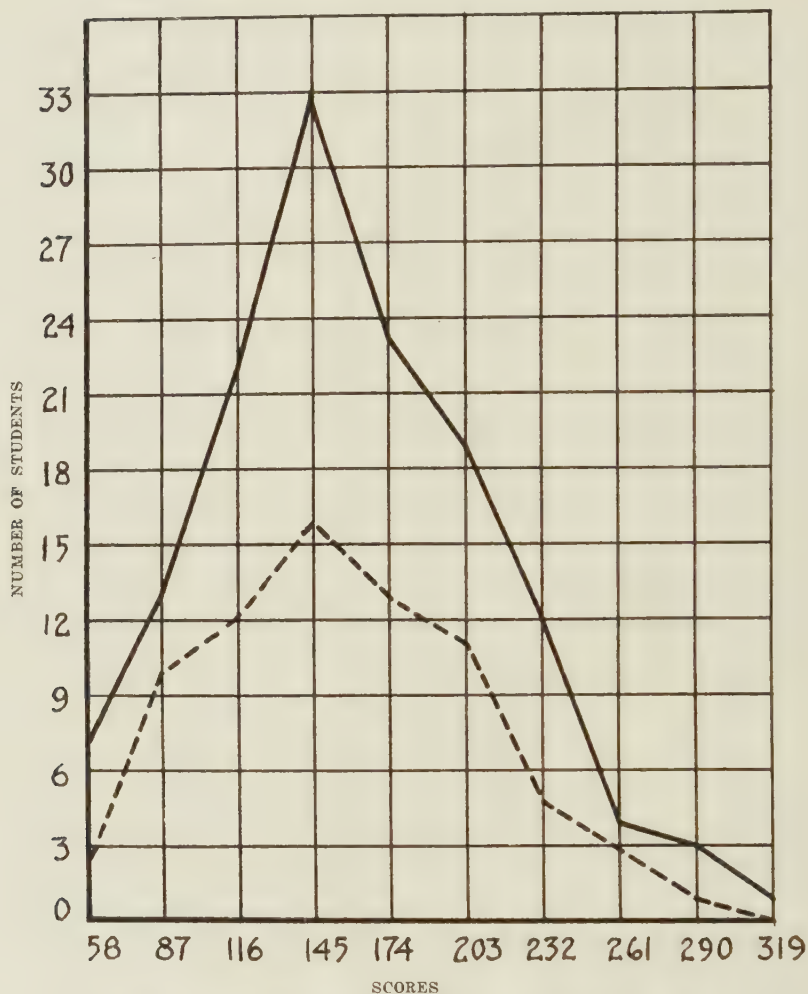


FIGURE 1. THURSTONE PSYCHOLOGICAL EXAMINATION, 1930
(ACE)

— Entire Freshman Class (137)

- - - Orientation Classes (73)

(Chi Square Test, $P = .77$)

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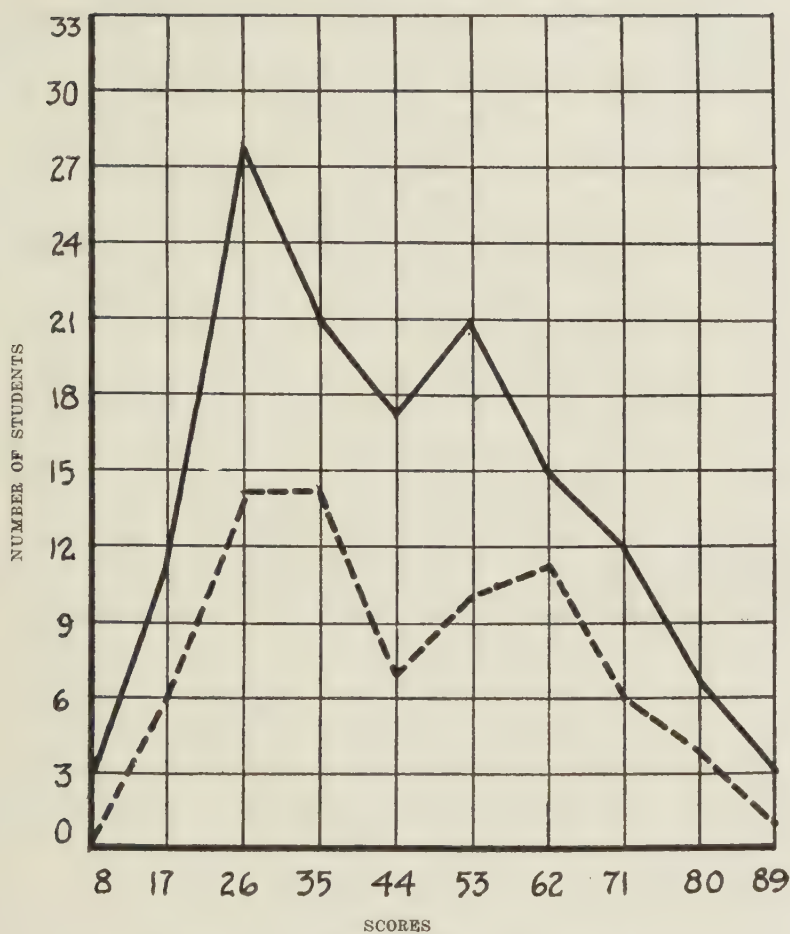


FIGURE 2. THURSTONE PERSONALITY SCHEDULE (TPS)

— Entire Freshman Class (137)

- - - Orientation Classes (73)

(Chi Square Test, $P = .38$)

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

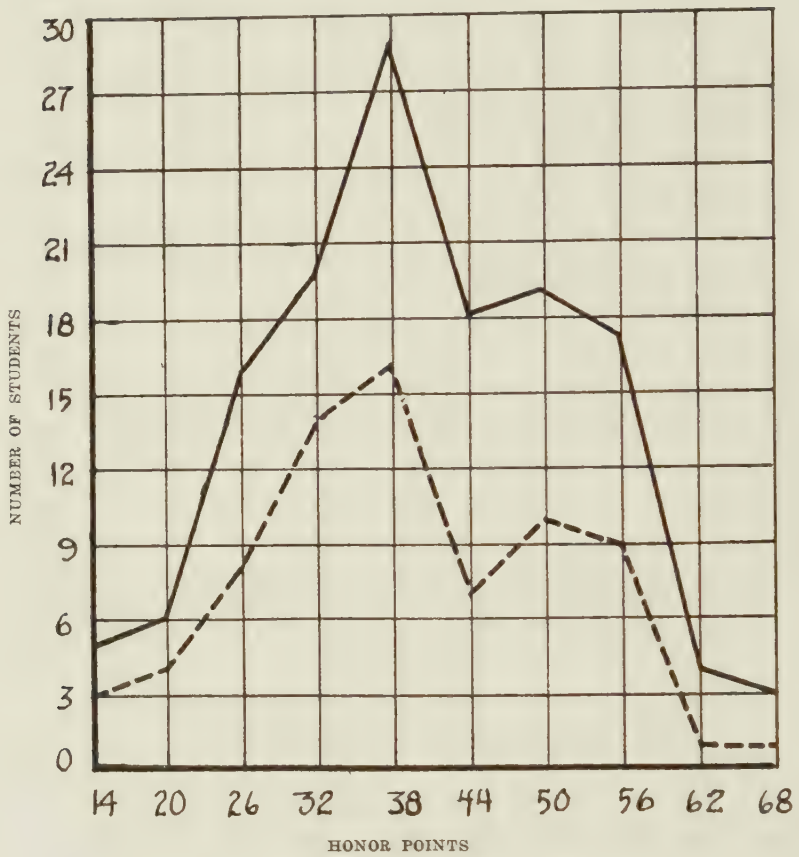


FIGURE 3. HONOR POINTS FOR FIRST SEMESTER

———— Entire Freshman Class (137)

- - - Orientation Classes (73)

INTRODUCTION

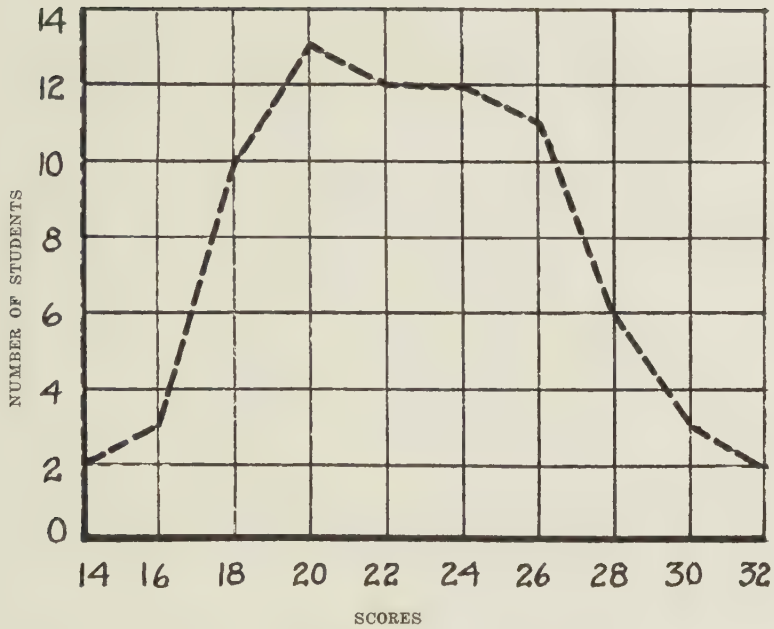


FIGURE 4. SIM'S SOCIO-ECONOMIC STATUS TEST

FORM C (SSES)

- - - Orientation Classes (73)

(Chi Square Test, $P = .37$)

6. METHOD OF GROUPING SCORES FOR COMPARATIVE PURPOSES

In order to discover the relationship that intelligence, neurotic tendency, and socio-economic status sustain to the adjustment problems reported by the freshmen, their scores on each of the three tests were distributed among five groups. These five groups were determined by the following procedure.¹⁵ All raw scores were converted into standard scores by subtracting the raw score from the mean score. Then this deviation was divided by the S. D. of the group. The resulting five groups were distributed on a curve of distribution, as follows:

Group I.	Infinity to	- 1.50 σ
Group II.	- 1.49 σ to	- .50 σ
Group III.	- .49 σ to	.50 σ
Group IV.	.51 σ to	1.50 σ
Group V.	1.51 σ to	Infinity

Groups I and II (which include the lowest scores) are combined and compared with Groups IV and V (which contain the highest scores). Group III is the mean group. *The Critical Ratio Technique* was used (see Chapter III) to indicate the relationship of Groups I and II when compared with combined Groups IV and V with respect to the factor or function under consideration as it is related to a group of adjustment problems.

7. DEFINITION OF TERMS

Adjustment Problems are understood to mean those college situations in which freshmen encountered difficulty in making satisfying adjustment.

¹⁵ Harold O. Rugg, *Statistical Methods Applied to Education*, pp. 216-219. Chicago: Houghton Mifflin Co., 1917.

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The term *neurotic tendency* is the function manifested in the form of quantitative scores as measured by the Thurstone Personality Schedule.

Intelligence is the function manifested in the forms of quantitative scores as measured by the American Council Education Test (Psychological Examination, 1930, by L. L. Thurstone and T. G. Thurstone.)

Socio-Economic Status is the function manifested in the forms of quantitative scores as measured by the Sim's Socio-Economic Status (Form C) Test.

ABBREVIATIONS USED FOR NAMES OF TESTS

A C E for American Council Education Test (1930).

T P S for Thurstone Personality Schedule.

S S E S for Sim's Socio-Economic Status Test (Form C).

CHAPTER II



DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

THIS STUDY OF SEVENTY-THREE FRESHMEN, A GOOD SAMPLING of the entire class of 137 on the basis of four criteria, revealed nineteen areas of difficulty. Accompanying Table II gives the order of the areas of difficulty having the greatest number of adjustment problems.

TABLE II
ORDER OF THE AREAS OF EXPERIENCE HAVING THE GREATEST NUMBER OF
ADJUSTMENT PROBLEMS

AREA	TOTAL NO. OF ADJUSTMENT PROBLEMS
I. Courses	714
II. Religion	706
III. Teachers	468
IV. Economic	446
V. Library	443
VI. Educational Guidance and Control.....	393
VII. Personal Student Relations.....	382
VIII. Athletics	359
IX. Vocation	316
X. Rooming	286
XI. Voluntary, Social, and Amusement Activities.....	261
XII. Other Colleges, Races, Cliques, etc.....	257
XIII. Parental Relations	243
XIV. Health: Physical and Mental.....	199
XV. Relation with Teachers Outside of Class.....	157
XVI. Boarding	149
XVII. Special Ability	98
XVIII. Relations with Administrative Officers.....	53
XIX. Departmental, Pre-professional, and Interest Groups....	29
Grand Total	5,959

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

An examination of Table II reveals that the greatest number of adjustment problems pertained to courses (714), religion had the second greatest frequency (706), and so on down the list until only twenty-nine problems were recorded in the area of departmental, pre-professional, and special interest groups. This grand total of 5,959 adjustment problems was reported, therefore, by approximately one-half of the entire class.

Attention is called to area 15 (p. 70) because the statistical table containing these adjustment problems is the only one of the nineteen reported in this book which gives the grouped scores¹ of the students who reported them, making it possible to consider the functioning significance of the three factors of intelligence, neurotic tendency (emotional stability), and socio-economic status to the discovered adjustment problems. The complete research, of which such statistical data on each adjustment problem in each area is a part, is to be found in the University of Chicago libraries.

The freshmen adjustment problems, with their frequencies and a few typical student descriptions of them, follow in this chapter. These descriptions, related to the specific problems, tell their own story; so no comment on them is necessary.

I. ADJUSTMENT PROBLEMS RELATED TO COURSES

1. DIFFICULTIES WITH RESPECT TO CONCENTRATION

1.1 fatigue interferes with concentration.....	37
1.2 difficulty in getting down to work	47
1.3 study by moods rather than by schedule.....	38
Total	122

¹ The method of grouping scores for comparative purposes is explained in Chapter I.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

2. OTHER STUDY DIFFICULTIES

2.1 cannot take notes rapidly or intelligibly	28
2.2 my notes are not adequate in preparation for examinations.....	11
2.3 difficulty in picking out the main points in reading assignments....	31
2.4 too many things to do in addition to study.....	22
Total	92

3. ENGLISH

3.1 too many themes	20
3.2 too much library work.....	9
3.3 difficult to know what to get out of an essay.....	31
3.4 themes are not based on my interests.....	25
3.5 themes are not related to subject-matter in other courses.....	11
3.6 some English teachers grade too high in comparison with others.....	4
Total	100

4. GEOLOGY

4.1 explanations meager and not clear. Total	6
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5. BIBLE

5.1 much more time spent in preparation than in other courses.....	12
5.2 not enough reference books in library.....	8
5.3 assignments too long and not clear or definite.....	5
Total	25

6. LANGUAGE COURSES

6.1 classes are too large.....	4
6.2 subject-matter uninteresting	25
6.3 assignments are too long.....	23
6.4 parts of assignment not covered in class are never referred to.....	4
6.5 insufficient opportunity for the slow student.....	13
6.6 too much to translate.....	18
6.7 each book has a different vocabulary.....	11
Total	98

7. MATHEMATICS

7.1 inadequate previous preparation.....	7
7.2 explanation in class not clear.....	7
7.3 lengthy and unequal assignments.....	4
Total	18

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

8. CHEMISTRY

8.1 spend too much time in comparison to other courses. Total..... 17

9. OTHER SCIENCES

9.1 previous preparation inadequate..... 5
 9.2 inadequate explanation in class..... 4
 9.3 too many laboratory periods used as class periods..... 6
 9.4 irregular amount of daily class hours..... 3

Total 18

10. HISTORY

10.1 too much emphasis upon final examination..... 6
 10.2 difficult to know what to review for final examination..... 11
 10.3 classes too large..... 14
 10.4 reading reports provide too much opportunity for dishonesty..... 10
 10.5 too little opportunity to recite..... 9

Total 50

11. PERSONAL HYGIENE

11.1 must practically memorize entire book..... 38
 11.2 too much emphasis upon minor points..... 6
 11.3 course of no value..... 7

Total 51

12. COMMERCE

12.1 takes too much time 1

13. SCIENCE LABORATORY

13.1 takes too much time..... 19
 13.2 interferes with practice for athletic teams..... 7
 13.3 lighting and ventilation inadequate..... 26
 13.4 late-comers cause disturbance..... 17
 13.5 unsatisfactory grading by assistants..... 14
 13.6 artistic drawings given more credit than accurate report of experiment..... 5
 13.7 breakage of equipment is disturbing..... 5
 13.8 assignments are much longer than in other courses..... 11
 13.9 unsuccessful experiments prove discouraging..... 12

Total 116

Grand Total 714

Case 51. Male. ACE 230 (Upper); TPS 75 (Upper); SSES 26 (Middle)

1.1 Nearly all of my classes come in the morning. I have outside work until six in the evening and two nights each week. I also work from seven to ten. After such a day I am too tired to study; so cannot make proper use of my study time. My brain is very sluggish.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

Case 57. Female. ACE 224 (Upper); TPS 76 (Upper); SSES 19 (Lower)
(This young woman in the highest decile group on intelligence reports her difficulty.)

5.1-3 The course in Bible is a very valuable course that every freshman ought to have because it opens to him a view of so many different subjects, through outside readings especially. But the notebook questions are quite involved and require a great deal of outside reading. In the middle of the course there are at least two lengthy papers with a long list of reference books which must be read. Then ensues a scramble for the books, some of which are to be found, some not along the line of the papers, and only a few to be gotten by waiting at the library desk. It is very disgusting to take a list of books to the card index, only to find that three or four of them are listed. After having found the numbers of others, then to wait and wait at the desk while the librarian hunts in vain for the book. At the last of the year comes the crowning injury. We are given three typewritten pages of assignments and references for the rest of the year—six rather long assignments for only *four* class periods. Bible is a wonderful subject, but it ought to be taken by itself. Then it could be well done.

Perhaps we freshmen are too critical. Naturally it is not the work or this kind of a course that I object to, because I plan to take up some vocational phase of Christian work later. But it is the enormous amount of time which it takes for this two-hour course.

Case 65. Male. ACE 154 (Middle); TPS 21 (Lower); SSES 23 (Middle)
8.1 Our chemistry problem was not one of long assignments, poor teaching, or too difficult lessons. But there was just too much laboratory work to be done in the time allotted. The course provides for four hours of laboratory work each week. I find that it takes six to eight hours, and sometimes even more, to keep up with the required work. The only solution I can think of for this problem is more hours and more credit, or less work.

II. ADJUSTMENT PROBLEMS INVOLVING RELIGION

	F
1. CHURCH	
1.1 it was difficult to choose a church.....	11
1.2 preaching not adapted to the college youth at the church I attend..	10
1.3 church I selected gives little emphasis to young people's work....	10
1.4 choir membership determined choice of church for me.....	7
1.5 my church loyalty is questioned because I attend church of another denomination	10
1.6 I have not been able to get into any church activity.....	10
Total	58
2. SUNDAY CHURCH SCHOOL	
2.1 I do not attend.....	12
2.2 I do not feel at home at the Sunday school I attend.....	12
2.3 I hesitate to participate in class discussion.....	12
2.4 the teacher talks the entire time, leaving little place for discussion..	18

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

2.5	the teaching is very inefficient.....	6
2.6	The class has no week-day or related activities.....	6
2.7	I miss a Sunday school class where our questions and problems are considered	8
2.8	lectures or topics do not appeal to me.....	11
2.9	there was no plan beyond mere announcement to interest freshmen at beginning of year.....	15
2.10	I was not invited to attend Sunday school.....	8
Total		108

3. CHAPEL—SPEECHES

3.1	too much lecturing.....	30
3.2	many speeches are not adapted to interests and religious needs of students	36
3.3	too brief time for special speakers	51
3.4	too much noise during chapel speeches.....	2
Total		119

CHAPEL—HYMNS

3.5	few appropriate songs.....	26
3.6	no new hymns are learned.....	20
3.7	little place given to orchestra.....	33
3.8	students should be given more opportunity to take part.....	28
3.9	new hymn books are needed.....	26
3.10	the organist plays too loudly.....	32
Total		165

CHAPEL—DENOMINATIONAL PREJUDICE

3.11	I am embarrassed by belonging to a church of different faith.....	2
Chapel total		286

4. YOUNG PEOPLE'S SOCIETY

4.1	I miss a young people's meeting early Sunday evening.....	21
4.2	lack of enthusiasm for young people's work.....	1
Young People's total.....		22

5. COLLEGE Y. M. C. A.

5.1	a few students monopolize the activities of the Y. M. C. A.....	19
5.2	program does not appeal to all types of students.....	20
Y. M. C. A. total.....		39

6. COLLEGE Y. W. C. A.

6.1	does not create interest among women on the campus.....	9
6.2	does not reach all freshmen girls because program is not adapted....	7
Y. W. C. A. total		16

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

7. RELIGIOUS PERPLEXITIES

7.1	why go to church on Sunday when chapel attendance is required five times weekly?.....	8
7.2	why go to church Sunday evening in addition to Sunday morning attendance?	13
7.3	some go to church as a sense of duty rather than for spiritual benefit..	25
7.4	I am concerned over losing my previous religion.....	6
7.5	to readjust my old beliefs to a new environment is disturbing.....	10
7.6	to readjust my new beliefs to an old environment is disturbing.....	5
7.7	the conflict between "science and religion" disturbs.....	7
7.8	the assigned essay in English on "science and religion" disturbed me	4
7.9	"higher criticism" destroys my faith because I do not understand it	6
7.10	difficulty in maintaining religious belief when so many are shamming as Christians	12
7.11	I study on Sunday.....	47
7.12	why can't we rest on Sunday by playing tennis?.....	22
7.13	little opportunity given for expression of religious views or experience	9
7.14	I am shunned in my social contacts because I belong to a different religious faith.....	3
	Perplexities total	177
	Grand total	706

Case 20. Male. ACE 195 (Upper); TPS 29 (Lower); SSES 24 (Middle)

1.1 At the first of the year there was not a very great effort made to invite the new students to the various churches. The old students would naturally return to their former places of worship, but the new students did not know where to go. The advanced students should arrange to show the freshmen around at the various churches on the first Sunday after school starts.

Case 45. Male. ACE 176 (Upper); TPS 31 (Middle); SSES 28 (Upper)

1.2 The one thing that seems to be lacking in the churches of this town is real food for thought and meditation. A preacher cannot be at his best unless he preaches from the heart. We get all the book learning we need in college. When I go to church I want to get something that is food for my soul.

Case 40. Male. ACE 97 (Lower); TPS 63 (Upper); SSES 20 (Lower)

1.3 The church I selected (a different denomination from my own) gives little emphasis to young people's work. Really, I miss the young people's work and the interesting times I had at the meetings on Sunday evenings. I was always very active in such work, and some of my richest experiences and happiest moments were those in such work. There seems to be something lacking in my Sunday program because I do not have the opportunity to attend and take part in the young people's work.

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

Case 43. Male. ACE 108 (Lower); TPS 25 (Lower); SSES 25 (Middle)
1.5 My church loyalty is questioned because of attendance at another denomination from my own before coming to X College. I had always attended the Episcopal Church. The Episcopal service is so much different from that of the Protestant churches that I cannot appreciate them.

Case 9. Female. ACE 73 (Lower); TPS 11 (Lower); SSES 24 (Middle)
1.6 I do not attend any church or Sunday school. It isn't because I disapprove, but I have never formed the habit.

Case 52. Female. ACE 226 (Upper); TPS 40 (Middle); SSES 27 (Upper)
2.1 Since coming to college I seem to have lost interest in Sunday school. At home I always attended regularly and felt quite badly if I was unable to attend sometimes. *I hardly know how to explain my sudden loss of interest.* Perhaps it is because I have no church of my denomination here. But that should make no particular difference. I attended a freshmen class here the first few Sundays but soon lost interest in the class. No doubt this is partially my own fault, but I think that the local churches should make a more direct appeal to the students in connection with their student classes.

Case 73. Female. ACE 187 (Upper); TPS 58 (Middle); SSES 25 (Middle)
2.2 For many years I have felt that there is a lack of teaching the gospel in our Sunday schools. Most of the lessons are mere applications of modern troubles or purely scientific problems. I should like to learn more of the Bible stories without those everlasting applications. It is not satisfactory to read them for myself. I should like to be a member of a Bible class, not studying one or two books of the Bible, but all of it, or as much as possible; not going into "hairsplitting distinctions," etc. But just to read and learn, and to know the Bible stories in the "good old way."

Case 30. Female. ACE 155 (Middle); TPS 33 (Middle); SSES 19 (Lower)
2.6 Our Sunday school class seems to have no related activities. We go each Sunday, have our lesson, and that is about all. The lessons do not seem interesting, and the class is barely hanging together. Last Sunday our teacher arranged to visit the Olivet negro church in Chicago. She had been trying to arrange this for a long time. (Not a suggestion of the girls.) Two of the girls did not care to go. It turned out to be a revival service, and we were all shocked to see how it turned out. There was a lot of shouting, screaming jumping, one lady fainted, etc. Some of the girls were much provoked, and I do not think this teacher will be able to get the girls together again. When we started we were supposed to study foreign or international relationships. But the class seems divided.

Case 46. Female. ACE 197 (Upper); TPS 21 (Lower); SSES 18 (Lower)
3.2 Some speakers in chapel are very uninteresting. It makes it difficult for one not to study or not to talk to his neighbor. Speakers are sometimes poor as public speakers. This factor distinctly distracts from the chapel service.

Case 51. Male. ACE 230 (Upper); TPS 75 (Upper); SSES 26 (Middle)
3.3 The special speakers we have in chapel get very little, if any, more time than do our local speakers. After some especially good speaker has been secured, cut short by the bell, you can always hear plenty of students saying, "My, I could have listened to him for an hour!"

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

Case 45. Male. ACE 176 (Upper); TPS 31 (Middle); SSES 28 (Upper)
3.9 To my mind our greatest need in our chapel service is some new song-books from which a person can sing without having the words one place and the music another. A fellow has to think hard about his singing. When he does this he does not get any good out of the songs.

Case 73. Female. ACE 187 (Upper); TPS 58 (Middle); SSES 25 (Middle)
3.10 It is most disturbing and nerve wracking to go to chapel and have the organ bombard its way through the service. The plea for quiet and reverence is certainly not supplemented by the organ. It encourages boisterousness and unrest. At times it is so loud that the service becomes ludicrous. Students notice this and laugh in a cynical way. Beautiful prayers and songs are marred by the booming of an organ which is capable of being played with a great degree of gentleness and tenderness.

Case 24. Male. ACE 47 (Lower); TPS 45 (Middle); SSES 19 (Lower)
5.1 Just about twelve boys regulate the Y. M. C. A. These boys, instead of trying to help others along, seem to criticize the students that do not get along so well.

Case 52. Female. ACE 226 (Upper); TPS 40 (Middle); SSES 27 (Upper)
6.1 I was both disappointed and surprised at the part played by the College Y. W. C. A. on the campus. Perhaps I expected too much. Anyway, I thought it would be more active and prominent than it has been this year. Yes, I have been very disappointed. But I have been more surprised at the general lack of co-operation shown on the part of the girls of the college. For some reason the organization did not make an impression on the girls from the start. And so they have not taken any interest since. Frankly, I don't think the freshmen girls realize what it is all about. Doubtless the Y. W. has too high standards and ideals to be allowed to lag and decrease in importance and influence. I wish that more girls would take an interest in the organization and make it a truly helpful institution. But how can this be accomplished?

Case 18. Male. ACE 158 (Middle); TPS 49 (Middle); SSES 24 (Middle)
7.3 The fact that some people go to church merely as a matter of duty rather than for spiritual benefit does not disturb me. But they don't keep it to themselves. When a person tells about his or her envious religious record of spirituality, it is obvious that it is largely from a matter of duty and not intelligent co-operation on the campus. When I get too much of this over-"piousness" I usually get disgusted and reach for my hat.

Case 7. Female. ACE 97 (Lower); TPS 45 (Middle); SSES 22 (Middle)
7.3 I think it is terribly disgusting to have people look down upon you just because you don't happen to go to church every Sunday. Most of the students go as a matter of duty and custom and get little out of it. They look around during the service, and many of them daydream or sleep. Of course they are able to say they went to church, and that is all. If you stay at home and do something worth while, you are just as good as the person who goes to church and gets little or nothing out of it.

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

Case 6. Female. ACE 142 (Middle); TPS 57 (Middle); SSES 28 (Upper)
7.5 Adjusting my beliefs to a new environment is very disturbing to me. I was accustomed to attending church regularly and never went to shows, etc. However, my folks said that although they did not wholly approve of such things, I could do them in moderation. These doubts are beginning to change now, and I am getting settled in my views.

Case 75. Male. ACE 186 (Upper); TPS 18 (Lower); SSES 15 (Lower)
7.5, 7.6 These two problems go hand in hand for me, and so I will describe them together. My past environment has always been among people of puritanical training. The "thou shalt nots" were very numerous; so that somehow that kind of religion does not appeal to me. I want something positive, intellectual, and life-giving; something that is joyful and happy. I believe my philosophy class is helping me to appreciate my Christianity as being the abundant life to a larger degree than ever before. My folks, my old pastor, etc., would brand me as a heretic. But I am letting the thing stay in my own mind and am not saying anything that will disturb them. I am allowing myself to keep an open mind, and when these beliefs can be backed up by more experience I will accept them more completely.

Case 54. Female. ACE 186 (Upper); TPS 33 (Middle); SSES 25 (Middle)
7.11 Frequently I study on Sunday, not because I want to, but because I feel that it is necessary. I am wondering if it is ethically wrong. I know that some people consider it so.

Case 2. Female. ACE 140 (Middle); TPS 37 (Middle); SSES 20 (Lower)
7.12 I go to church and Sunday school. But the latter I dropped because it was too hard to get acquainted. This idea of not being able to play tennis or golf, etc., on Sunday seems out of place to me. It is amusing to hear of students being run off the tennis court by administrators of the school. These games are forms of exercise as well as a form of amusement and rest. No one seems to object to riding in a car or going for walks. I can't understand the difference. I guess I had it too easy while at home, and now it is hard for me to be kept down like this and be deprived of things I was used to having.

III. ADJUSTMENT PROBLEMS RELATED TO TEACHERS

F

1. ASSIGNMENTS

1.1 indefinite or not clear.....	37
1.2 too long.....	46
1.3 unequal assignments given by the same teachers.....	27
1.4 unequal assignments given by different teachers.....	27
1.5 assignments never called for later.....	12
1.6 little or no reference to assignments to be prepared in library.....	9
Total	158

2. AMOUNT OF WORK EXPECTED

2.1 too little work expected during the semester.....	2
2.2 amount of work expected in other courses not considered.....	41
Total	43

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

3. TEACHING PROCEDURES

3.1 requirements of the course not clear.....	21
3.2 courses poorly organized.....	19
3.3 inability of the teacher to explain.....	34
3.4 favoritism shown to majors in the department.....	17
3.5 favoritism shown to upperclassmen.....	11
Total	102

4. GRADES AND EXAMINATIONS

4.1 final examinations determine too much of the final grade.....	29
4.2 no guidance on preparation for forthcoming examinations.....	29
4.3 unfair ranking or grading.....	11
4.4 some teachers' standards are too high.....	8
Total	77

5. CONFERENCES WITH TEACHERS

5.1 student leaves feeling embarrassed.....	12
5.2 difficulty is shurred over or belittled.....	14
5.3 difficulty is not diagnosed.....	13
5.4 no help is given.....	14
5.5 no sympathy or interest shown.....	20
5.6 was treated like a high-school student	6
5.7 teacher revealed deep-seated prejudices and insisted on obedience ..	9
Total	88
Grand Total	468

Case 65. Male. ACE 154 (Middle); TPS 21 (Lower); SSES 23 (Middle)

3.1 Our English teacher took ill during the first semester and never returned. The first difficulty the students had with the new teacher was that she made very indefinite assignments especially when she asked for a theme. She would try to explain the type of theme she wanted and would say she could not make the explanation any clearer. As a result of this procedure a student could hand in a well-written theme, and because it was not exactly what she thought she wanted, she would give them a D or an E. Nor was this teacher able to estimate a student's work. I have described this difficulty as I see it. I have heard others say their difficulty was about the same. When I wanted to talk over my work, hoping I could climb into the A ranks, somehow she got the idea I didn't know anything at all. So my grade has been reduced since then.

Case 73. Female. ACE 187 (Upper); TPS 58 (Middle); SSES 25 (Middle)

5.1 Several times I have gone to professors for a little help. I come away very much squelched and shallow. This isn't very good for that inferiority complex of mine that I am trying to live down. Perhaps I need a broader viewpoint, and the profs. aren't very considerate in this matter.

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

Case 30. Female. ACE 155 (Middle); TPS 33 (Middle); SSES 19 (Lower)

5.2 When it comes to interviewing an instructor I find in some cases my difficulty is "slurred over" or belittled. The teacher makes you think that you don't know what you are talking about and sometimes confuses more than helps you. Sometimes they make you feel so embarrassed that you do not care to ask them about anything any more. I have come to the point where I just go ahead and do what I think must be right. Heretofore I sometimes asked the instructor after giving the assignment for a clearer explanation. But after receiving no satisfaction for several times, I quit and just sail along, "guessing and hoping it is right."

Case 4. Male. ACE 153 (Middle); TPS 66 (Upper); SSES 25 (Middle)

5.3 This talking over your work with professors when you want to improve it isn't all that it's cracked up to be. Last week I went to one of my teachers to find out how I could improve my work. Up to that time I had been getting a B plus. Somehow this conference must have lowered her estimate of me. Now she gives me a D. The very fact that I went to her for a conference made her think I didn't know anything. Never again.

IV. ADJUSTMENT PROBLEMS IN THE ECONOMIC AREA

F

1. DISCOVERING REMUNERATIVE WORK

1.1	difficulty in finding work.....	25
1.2	concern over securing summer work.....	35
1.3	no dependable source of information on work.....	10
1.4	Y. M. C. A. has done little to help students find work.....	14
1.5	work for room and board is scarce.....	14
1.6	athletes given most of the available work.....	21

Total		119
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2. RELATION TO PERSONAL HEALTH

2.1	my work gives me too little exercise	7
2.2	work prevents me from getting enough sleep.....	15
2.3	I work under conditions detrimental to my health.....	5

Total		27
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3. RELATION OF REMUNERATIVE WORK TO SOCIAL, CULTURAL, AND RECREATIONAL PRIVILEGES

3.1	time and nature of work prevents attendance at college social func- tions	15
3.2	leaves no time for dating	7
3.3	have no money to attend entertainments or shows.....	13
3.4	no money to buy quality of clothes I had in high school.....	9
3.5	keeps me out of extra-curricular activities.....	12
3.6	compels me to miss athletic games, meets.....	14

Total		70
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ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

4. RELATION OF WORK TO SCHOOL PROGRESS

4.1	work too irregular for study program.....	13
4.2	do not have enough time left for study.....	10
4.3	leaves one too tired to study.....	16
4.4	makes it hard to arrange schedule of courses.....	12
4.5	am unable to attend special class assignments, such as botany, public speaking.....	11
Total		62

5. PERPLEXING ECONOMIC QUESTIONS

5.1	is it wise to do remunerative work and go to school at the same time? ..	27
5.2	through what dependable source can outside work be secured? ...	16
5.3	is it wise to borrow money in order to secure a college education?..	29
5.4	when not necessary is it advisable to earn part or all of one's expenses?	18
5.5	is it better to earn one's way in school or leave, work, and return later?	21
5.6	chumming with those who have more spending money than I is embarrassing to me	12
5.7	having a roommate who can afford better clothes is disturbing to me ..	2
5.8	why ministers' children have reduced tuition when others have greater need.....	15
5.9	why are prices higher at college bookstore than at town stores?....	27
5.10	how can one budget an irregular income?.....	1
Total		168
Grand Total		446

Case 30. Female. ACE 155 (Middle); TPS 33 (Middle); SSES 19 (Lower)

1.2 A few details are necessary to get the full significance of my economic situation with respect to the need of remunerative summer work. My parents frequently mention that they wanted me to go to another college near by because it has a little Christian atmosphere. I did not care to go there because I did not like the buildings and campus, and I knew we were to have a fine new gymnasium here at the college in my home town. I did not want to spend money for board and room when I could live at home much cheaper. Likewise, it would be difficult to root against the college of my home town during intercollegiate events and contests. My father offered me \$100 if I would go to M—, an evangelistic school in Chicago. He thinks there are a number of successful men in the church who did not go to college but rather got their training in a school like M— in Chicago. He has not said anything further about the \$100, but both parents remind me occasionally of the other school. I do not know what to think about next year. I do not feel like asking them to loan me money to continue here at the home college. Nor do I want to stay out to work and miss a year. I have enough money for one semester, but I do not know where I can get enough for the second semester. So the need of securing summer work is a real concern. Jobs are so scarce that some say I am foolish even to apply for a job. I thought of trying one of the banks here in town, but they are thinking of taking the

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

same girl back who is a senior in college, inasmuch as she has not secured a teaching position. I will also see my former employer. I would really like to earn my tuition for next year if possible, as I don't know where I would go to borrow any money. (*She did secure part-time employment from her old employer.*)

Case 63. Male. ACE 239 (Upper); TPS 26 (Lower); SSES 17 (Lower)
3.6 In spite of a few difficulties I find it highly desirable to earn my way through school. I started the year with \$30. I bought books, and the remainder went toward tuition. I have had to borrow some of the tuition, but I do not regret that as long as I can earn my board, room, spending money, and books. My chief difficulty is that I have to miss the football games and track meets that come on Saturday. I really do not like to do it this way, but I can't help it.

Case 64. Male. ACE 182 (Middle); TPS 55 (Middle); SSES 21 (Middle)
4.1 The outside work I am doing is so irregular that it makes it hard to get my studies as I like to get them. One person in particular demands work on short notice, so that I cannot plan my studies according to any schedule.

Case 56. Male. ACE 163 (Middle); TPS 25 (Lower); SSES 21 (Middle)
4.3 By the time I have finished my night work waiting on tables at the restaurant I am so tired that I cannot really do effective study. I find that my mind is too tired to assimilate facts, and before I know it I crawl in bed with my studies unfinished.

Case 51. Male. ACE 230 (Upper); TPS 75 (Upper); SSES 26 (Middle)
4.3 With all my classes coming in the morning, and working all of the afternoons and several evenings until ten o'clock, I am too tired to get much studying done before bedtime. I retire at twelve-thirty, and get up before six-thirty in the morning. Naturally this results in a loss of sleep, but this does not worry me greatly.

Case 1. Female. ACE 107 (Lower); TPS 80 (Upper); SSES 13 (Lower)
5.1 I am very much perplexed at present. Should I keep on working and go to school as I am doing at present? Or should I drop out a year and work? Or should I borrow? I hate to drag out my college years and graduate in a different class from what I started with. I also hate to drop my school work and pick it up again after a long delay. There are good and bad points on both sides, and I do not know which to choose.

V. ADJUSTMENT PROBLEMS IN THE USE OF THE LIBRARY

F

1. DISTURBANCES CAUSED BY STUDENTS

1.1	whispering	47
1.2	ask too many questions of other students.....	18
1.3	ask too many questions at desk	5
1.4	noise upon entering library.....	38
1.5	noise upon leaving library	30
1.6	time spent noticing clothes of others	17
1.7	time spent noticing opposite sex.....	11

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

1.8	"library daters" are noisy.....	16
1.9	noise made from studying together and copying reports.....	27
1.10	excessive laughing and "horseplay".....	29
1.11	floor too noisy.....	33

Total	271
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2. DIFFICULTIES IN FINDING BOOKS AND MAGAZINES

2.1	time spent searching for missing collateral books	23
2.2	more than one book monopolized by one student.....	25
2.3	assigned books not placed on reserve.....	30
2.4	not enough collateral books for needs of class.....	33
2.5	books and magazines not in library.....	5

Total	116
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3. NEED FOR NIGHT STUDY HOURS FOR FRESHMEN

3.1	cannot get all my collateral reading done.....	30
3.2	it is not possible for me to read magazines in the daytime.....	26

Total	56
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Grand Total	443
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Case 52. Female. ACE 226 (Upper); TPS 40 (Middle); SSES 27 (Upper)

1.1 To my notion almost the most disturbing influence in the library is whispering taking place between two or more students. On important matters, such as securing the assignments, etc., this may be excused, but where students insist on visiting for a long period of time it is different. This procedure is terribly annoying to the other students in the vicinity and should certainly be done away with if possible.

Case 25. Female. ACE 212 (Upper); TPS 65 (Upper); SSES 25 (Middle)

1.1 The most disturbing thing that I encounter in the library is whispering, and it is the one thing that I am most guilty of myself. I see myself getting very angry at times when I hear people talking in an undertone or "buzzing like a bee" or something far from being intellectual. Then when I look for a collateral book in — and find the books are all out and then realize that they are being monopolized by a group of girls over in a corner, half of whom are giggling and whispering about something altogether different from studying. I am quite put out.

Case 27. Male. ACE 151 (Middle); TPS 52 (Middle); SSES 22 (Middle)

3.1 The most difficult thing in regard to the use of the library is that I cannot study there at night. I work twenty-one hours each week for my board. Consequently I cannot get the amount of reading done at regular hours in reserved books. If I could study these books at the library during evening hours, I could finish the necessary reading.

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

VI. EDUCATIONAL GUIDANCE AND CONTROL

(Including Freshman Week)

	F
1. EDUCATIONAL GUIDANCE	
1.1 was given wrong advice about a course.....	5
1.2 was registered in a wrong course.....	5
1.3 have not been able to secure reliable counsel in planning courses...	22
1.4 there is rivalry between some teachers to major in their department.	7
1.5 have not been able to get a broad view of educational opportunities.	12
1.6 have been given a teachers' individual views rather than a broad "overview" of fields of knowledge.....	7
1.7 when an adviser knows a student's weakness why does he not try to help?.....	13
1.8 need more guidance in choosing courses to prepare for specific voca- tions.....	22
1.9 girls were advised not to date upperclassmen.....	12
Total	105
2. DISCIPLINE AND CONTROL	
2.1 dislike compulsory chapel.....	3
2.2 dormitory rules are disgusting.....	2
Total	5
3. FRESHMAN WEEK—LECTURES	
3.1 did not attend any of the lectures.....	4
3.2 too many lectures covering too much ground.....	29
3.3 too much information-giving not related to our immediate problems.	24
3.4 some lecturers seemed narrow-minded.....	15
3.5 lecture advice was too general.....	17
Total	89
FRESHMAN WEEK—LIBRARY	
3.6 presentation of library rules did not help me.....	7
3.7 tour of library did not help me.....	18
Total	25
FRESHMAN WEEK—REGISTRATION	
3.8 no preparation or planning for registration.....	29
FRESHMAN WEEK—TOUR OF CAMPUS	
3.9 too hurried, no time to investigate the campus by one's self.....	9
FRESHMAN WEEK—ADVICE AND COUNSEL	
3.10 cannot remember a thing that helped me.....	4
3.11 advice was too general.....	17
3.12 too much excited to accept much of the good advice.....	15
Total	36

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

FRESHMAN WEEK—SOCIAL CONTACTS

3.13 inadequate chance to meet instructors.....	34
3.14 no chance to meet upperclassmen.....	18
3.15 little chance to meet other freshmen.....	16
Total	68

FRESHMAN WEEK—GENERAL

3.16 everything rushed through; I was on the go all the time.....	27
Grand Total	393

Case 64. Male. ACE 182 (Upper); TPS 55 (Middle); SSES 21 (Middle)

1.1 I was not advised that chemistry was required for a major in physics, and so my registration did not include it. This important pre-professional information came to me rather late.

Case 37. Male. ACE 82 (Lower); TPS 20 (Lower); SSES 22 (Middle)

1.2 During the first semester I was unacquainted with the nature of the courses for which I was registered. I was unprepared for most of these courses. There should be some way of knowing one's previous background in order to help us register for courses for which we are prepared.

Case 41. Male. ACE 120 (Lower); TPS 50 (Middle); SSES 22 (Middle)

1.3 I have not been able to get reliable advice in planning my choice of courses. I am planning to go on to the University or to some other graduate school at the end of my second year here. I am going to take an engineering course. Here it is the second semester, and I have not found where I can get any help to choose the right subjects leading to this profession.

Case 15. Male. ACE 171 (Upper); TPS 16 (Lower); SSES 23 (Middle)

1.5 My chief problem has been to decide between engineering and music. I really need to have a broad view of other educational opportunities. I have really only considered the two above vocations. I do not know what field I am fitted for, and so I should have a chance to get a broad view of things.

Case 3. Male. ACE 77 (Lower); TPS 55 (Middle); SSES 18 (Lower)

1.8 For several years I had planned on becoming a dentist. I had expected that some of the courses in which I would register would be leading me in the direction of dentistry. But I find this considerably different here. The profs. talk a great deal, and cover the material in such a general way, that it really does not seem to do me any good.

Case 73. Female. ACE 187 (Upper); TPS 58 (Middle); SSES 25 (Middle)

1.8 There is need for more guidance in preparing for specific vocations. I would like to know what courses to take to back up my major. But before this choice of a major is made an acquaintance with all the courses in school would help inestimably. Why could not the aims and purposes of each department be presented to us freshmen during the second semester? The time and place of these meetings could be posted, and students could attend such sessions as they desire. In this way one would learn how to pick his courses with respect to his majors. As it is, we pick our courses according to hearsay.

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

Case 67. Male. ACE 285 (Upper); TPS 54 (Middle); SSES 21 (Middle)
1.8 I need more guidance in choosing courses. In high school where there were 1,200 of us the principal became individually acquainted with each one, even to the extent that he knew the occupation of the father and the grades of each pupil. I have been here at this college nearly a year, and certain officials have not spoken to me once, and the enrolment here at the college is much less than one-half of the number at my high school. How can guidance be given when they take such an attitude toward you?

Case 6. Female. ACE 142 (Middle); TPS 57 (Middle); SSES 28 (Upper)
1.8 I have been unable to find anyone who will help me in choosing a major. Each professor you talk to tells you something different until you do not know where you stand. During the freshmen week we were the recipients of much information but not many facts. However, I remember, not the general information, but some of the few facts that were presented.

Case 55. Female. ACE 237 (Upper); TPS 64 (Upper); SSES 13 (Lower)
1.9 It is positively silly to instruct freshmen girls not to date upperclassmen. In the first place, the ages of the freshmen girls and the upperclassmen are usually near the proper balance if there is such a thing possible. Besides, they are more likely to date them when told not to do so. Upperclassmen are out for a good time; so are the freshmen girls, and what's wrong with that?

Case 57. Female. ACE 224 (Upper); TPS 76 (Upper); SSES 19 (Lower)
3.2 The lectures during Freshman Week were well meant, and I dare say valuable to a small degree, but they were so varied and covered so much ground that the excited freshman does not derive much benefit from them. It is too comprehensive a dose to be swallowed all at once.

Case 57. Female. ACE 224 (Upper); TPS 76 (Upper); SSES 19 (Lower)
3.7 The library tour, so called, was quite entertaining owing to the wit and clever sarcasm of the librarian, but as far as adding anything to one's knowledge of the resources and the proper use of the library, I fear it was a farce. Outside of getting acquainted with the appearance of the building, the tour did not amount to much.

Case 73. Female. ACE 187 (Upper); TPS 58 (Middle); SSES 25 (Middle)
3.12 I was too much excited to take very much of the advice during Freshman Week. Registration Day might have been a civil revolution as far as I was concerned, but I was unconscious, up in the clouds, so to speak. When I arrived home I could not, for the life of me, deduce a single impression. Everything had just passed over my head. I could not remember anything; all that valuable advice skipped me. I was too anxious to get into the midst of college life to wait for such trivial details as how to study, how to conduct yourself, and how to budget your time.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

VII. ADJUSTMENT PROBLEMS RELATED TO PERSONAL STUDENT RELATIONS

F

1. RELATIONSHIPS WITH THE OPPOSITE SEX

1.1	have not made any new friendships this year.....	4
1.2	dates are not essential to happiness in college.....	9
1.3	women do not seem to be interested in men at this college.....	2
1.4	dates at college are too expensive.....	8
1.5	should college students go steady?.....	20
1.6	some girls on the campus make undue use of their sex attraction....	9
1.7	if a girl goes two or three times with the same boy, she is con- sidered his steady.....	40
1.8	a girl should not lower her standards of self-respect to have dates..	10
1.9	if an individual has a steady at home, is it advisable to date at college?	16
1.10	girls that go steady are alienated from other girls.....	13
1.11	no place to go for dates.....	31
1.12	fellows expect the girls to run after them.....	6
1.13	it is impossible to have platonic friendships here.....	5
1.14	we (freshmen women) are not supposed to date upperclassmen....	20
1.15	criteria for girl's "black-listed men" have inadequate foundation..	4
1.16	some girls find it difficult to decide what man to invite to their dor- mitory party	5
1.17	some groups of men think disrespectfully of the girls.....	25
1.18	it is hard to date a foreign student for the sake of friendship.....	5
1.19	one is not considered friendly unless one dates.....	15
Total		247

2. RELATIONSHIPS OF MEN TO MEN

2.1	some men are jealous of the physical prowess of other men.....	4
2.2	a certain group of men is having a bad influence on other men.....	3
Total		7

3. RELATIONSHIPS OF WOMEN TO WOMEN

3.1	town and dormitory girls do not get acquainted with each other....	21
3.2	groups of the girls "razz" others who date men on the "black-list".	9
3.3	some girls are cattish in trying to pry into the social affairs of other girls	22
Total		52

4. FRIENDSHIPS

4.1	hard to get acquainted here at college, especially with upperclassmen.	24
4.2	difficult to keep friends among two different groups of boys and girls.	11
4.3	town friendships broken because of new college connection.....	6
4.4	girls who live in private homes have difficulty in making college friends	11

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

4.5	unable to make friends because of outside work	7
4.6	some men are jealous of girls' friendships and feeling of superiority	17
Total		76
Grand Total		382

Case 62. Female. ACE 83 (Lower); TPS 51 (Middle); SSES 30 (Upper)

1.7 It seems that when a girl goes a few times with the same fellow he thinks he owns her. Worse than that, there is a kind of ethics among the fellows that they will not date such girls either, when they go with a fellow a few times. But if the girl should go rather steady with a fellow, she is the subject of conversation. I know this is a small town, but that is no reason why college girls should gossip so much about other people's affairs.

Case 48. Female. ACE 133 (Middle); TPS 49 (Middle); SSES 18 (Lower)

1.7 If a girl goes two or three times with a man, she should not be considered a steady. This should make it possible for her to have dates with other men and not feel tied down to just one man.

Case 53. Female. ACE 76 (Lower); TPS 55 (Middle); SSES 20 (Lower)

1.7 If a girl goes with a fellow two or three times, that does not signify that she is his steady. A girl has the right to go with different fellows, and the boy has that same right. I want to go with several fellows before I make my choice.

One of the girls has gone a little further in reasoning with the boys on the unfairness of this situation on the campus:

Case 26. Female. ACE 145 (Middle); TPS 18 (Lower); SSES 26 (Middle)

1.7 When you date some men a few times and then they see you with some other fellow, they immediately check you up. They think it is O.K. for them to go with other girls, but for you to go with other fellows, that is not so good. I have found that if you reason with them they finally come to their senses and play fair; but even so you can tell it "grates" on them.

Case 40. Male. ACE 97 (Lower); TPS 63 (Upper); SSES 20 (Lower)

1.9 If a fellow has a steady at home with whom he has already made future plans, I feel that he should not have regular dates at college. I find that it does not add to the happy friendship of the one back home. Besides, when a fellow does have a date, someone here in school from back home builds a story around it and peddles it back home as something terrible. This causes trouble.

I have come to the conclusion that a person can attend events and socials undated and have a good time. He can enter into the games more readily; can be just as co-operative too. If a fellow does not care for dates, and has them just to be in company with the rest, I think he cannot entertain the one dated properly, so why date under such conditions? (*Since last year he has broken with the home town girl.*)

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

Case 13. Female. ACE 155 (Middle); TPS 33 (Middle); SSES 29 (Upper)

1.11 There is no theater or movie house in the town. There is no place to go for dates except to the College auditorium occasionally. During this last month there have been a few things going on, but during the winter the only thing to do was to play cards in the parlor with perhaps some disapproving eyes cast in one's direction, or else waded through the snow. Of course on Sunday there was church, vespers, young people's service, and the evening church service. The church manages affairs quite well and has an adequate program. Religion is good for everyone, and perhaps one cannot get too much of it. The idea is that religious recreation and indulgence are bountiful, and the other empty.

Case 46. Female. ACE 197 (Upper); TPS 21 (Lower); SSES 18 (Lower)

3.1 I know two senior girls quite well, and I also chum with the freshmen at the dormitory. It is very difficult to be a good chum to both groups. If I chum with the girls at the dormitory I lose contact with the other two girls. If I chum with the other two girls, it is hard to make the dormitory girls feel that I belong with them too.

Case 26. Female. ACE 145 (Middle); TPS 18 (Lower); SSES 26 (Middle)

4.3 College has meant for me the loss of several very good friends. The first one I lost was a boy friend. He said after I went to college I would not look at him any more. He is working in a Chicago office. He does not have a college education, even though he desires it. I explained to him that I would never snub him or any one of my old friends, even though I was going to college. It happened that he did not call me by phone or visit me until just lately when he said: "I admire you for the way in which you still recognize your old friends." I told him it was his imagination if he ever thought I had snubbed him or any of my former friends. Many of my high-school chums think that I am "uppish," but when I do get together with them I show them that I am just the same to them as I always was. But even so, they do not call me up any more, or come to see me as they used to.

VIII. ADJUSTMENT PROBLEMS RELATED TO ATHLETICS (INCLUDING INTRAMURAL COMPETITION)

1. GYMNASIUM EQUIPMENT

		F
1.1	varsity squads monopolize equipment.....	14
1.2	very difficult to secure class equipment.....	17
1.3	class teams lack uniforms.....	20
	Total	51

2. GYMNASIUM CLASSES

2.1	twice a week is insufficient exercise.....	21
2.2	girls do not have enough opportunity to learn basket ball and other new games.....	13
2.3	class activity shortened by waiting for some girls to dress	10
	Total	44

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

3. USE OF SWIMMING POOL

3.1	have never been able to play polo or water basket ball.....	14
3.2	hard to get the use of the pool	16
Total		30

4. HANDBALL COURTS

4.1	courts are always in use.....	14
4.2	courts unfinished, lack of provision for ventilation.....	26
Total		40

5. TENNIS COURTS

5.1	varsity squads use courts most of the time.....	19
5.2	unable to play because courts are always in use.....	29
Total		48

6. COACHING

6.1	athletic stars receive nearly all of the coaching attention.....	18
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7. INABILITY TO PARTICIPATE

7.1	out-of-town residence makes practice for a team irregular.....	6
7.2	outside work makes any form of athletics impossible.....	18
7.3	outside work makes any form of systematic exercise impossible.....	10
Total		34

8. INTRAMURAL PROGRAMS

8.1	too few students get into the games.....	15
8.2	girls manifest too little interest in their sports and games.....	10
8.3	no form of exercise adapted to freshman skill or physical need....	7
8.4	eligibility rules keep too many out of games and exercise who need it.	7
8.5	class spirit back of these games is poor.....	30
Total		69

9. THE COLLEGE TEAMS

9.1	inadequate publicity in Chicago papers on results of games and meets	25
Grand Total		359

Case 25. Female. ACE 212 (Upper); TPS 65 (Upper); SSES 25 (Middle)

2.1 Swimming is my favorite sport, and I really ought to go swimming twice a week. But the school work piles up, and I do not find it possible to go regularly. Just now I am working for the Booster Club, the May Fete, a play, and am preparing a reading for a contest. Of course we have two regular hours weekly for gymnasium class, but I do not find that enough exercise. We never get started in gymnasium class until fifteen minutes after the hour anyway. So when I do not get enough exercise I feel sluggish.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

Case 13. Female. ACE 155 (Middle); TPS 33 (Middle); SSES 29 (Upper)

2.1 Girls need exercise as well as men do, and these two hours are insufficient. In the first place, there is really only one-half hour of real exercise anyway, fifteen minutes for undressing, and fifteen minutes for dressing allowed. In just one-half hour of exercise it hardly pays to dress and undress. Exercise is good for everyone, and with such a wonderful gymnasium as we now have more gymnasium exercise should be required.

Case 48. Female. ACE 133 (Middle); TPS 49 (Middle); SSES 18 (Lower)

2.2 During these class periods the girls who do not know how to play basket ball are out of luck. They are not taught the fundamentals of the game or given instruction in playing. The girls who already know the game are the ones who have the fun, the exercise, and benefit from the class hour.

Case 61. Male. ACE 127 (Lower); TPS 19 (Lower); SSES 28 (Upper)

3.1 Sometimes I find it possible to go to the pool on Saturday. But what is there to do after you get there? You can dive, swim about, and "monkey" around. A good water sport, such as water basket ball or polo, would make the period of swimming much more interesting and profitable.

Case 36. Male. ACE 183 (Upper); TPS 28 (Lower); SSES 22 (Middle)

7.2 I should like to take part in college athletics very much. But outside work each day and living out of town make this impossible. I have played a good deal of basket ball, and my older brother starred at the game here several years ago.

Case 64. Male. ACE 182 (Upper); TPS 55 (Middle); SSES 21 (Middle)

7.2 I work several hours each day for remuneration. Some days it amounts to many hours and some days less. This makes it impossible for me to try out for any athletic team or take any systematic exercise. It is hard to keep down my old basket ball interest.

Case 9. Female. ACE 73 (Lower); TPS 11 (Lower); SSES 24 (Middle)

8.2 In girls' athletics the spirit is poor, and too few of them get into the game. Those unacquainted with some of the games have little chance to learn. Naturally they cannot acquire enough skill to play on a class team. And sometimes in gym we dance folk dances and do not play games at all. This may account for the lack of interest.

Case 41. Male. ACE 120 (Lower); TPS 50 (Middle); SSES 22 (Middle)

8.5 There isn't any class spirit at class games at all. Maybe they do not have class spirit in college. But it seems funny to me after having found a great deal of it in high school.

Case 2. Female. ACE 140 (Middle); TPS 37 (Middle); SSES 20 (Lower)

9.1 I have not been able to find any write-up in Chicago papers about our games and other interesting activities of the school.

Case 43. Male. ACE 108 (Lower); TPS 25 (Lower); SSES 25 (Middle)

9.1 What this college needs for further advertising is some politician who can create an influence with the Chicago papers for publicity of our athletics.

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

Case 75. Male. ACE 186 (Upper); TPS 18 (Lower); SSES 15 (Lower)
9.1 A college with as fine a field house, general athletic equipment, and ability as ours ought to advertise a bit more. At times not even the score of important games is mentioned, to say nothing of a few descriptive accounts of games and meets. X College is progressive, and it ought to advertise more, being so near to Chicago.

IX. VOCATIONAL ADJUSTMENT PROBLEMS

	F
1. CHOICE OF COLLEGE COURSES LEADING TO VOCATIONS	
1.1 have an interest in teaching but do not know what to major in	15
1.2 need more guidance in making a choice of courses for certain professions	36
1.3 being poor in a subject that is basic to my major, should I drop the course, take it over, or make a change?	11
1.4 cannot decide on a minor to go with my major	5
1.5 seminary offers courses identical with some in college; where shall I register?	5
1.6 cannot decide whether to take general college course or pre-professional courses	21
1.7 more pre-professional courses needed	12
Total	105
2. SYSTEMATIC PRESENTATION OF VOCATIONS	
2.1 thus far nothing has been given the students on the nature of various vocations	29
2.2 Christian work is overemphasized so that one not planning accordingly is embarrassed	16
Total	45
3. PARTICULAR VOCATIONAL INTEREST	
3.1 am inclined toward the ministry but do not see its challenge as I did .	1
3.2 am interested in dietetics but doubt the demand for teachers in this field	2
3.3 freshmen women are being ridiculed for planning on a vocation	16
Total	19
4. CHOICE OF A VOCATION	
4.1 am disturbed that I have no idea of my future vocation	45
4.2 money is the important factor in making a choice	11
4.3 am perplexed because of interest in several vocations	21
4.4 when should a college student make the choice?	24
4.5 how discover one's type of ability?	31
4.6 a woman has a right to plan for a career and a home	15
Total	147
Grand Total	316

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

Case 63. Male. ACE 239 (Upper); TPS 26 (Lower); SSES 17 (Lower)
1.1 I am interested in teaching and several lines of work. But I cannot decide in which to major. Literature, language, science, and history all interest me. But considering the possibility of securing a position after graduation, I cannot decide upon one course.

Case 40. Male. ACE 97 (Lower); TPS 63 (Upper); SSES 20 (Lower)
1.5 There seems to be a lack of co-operation between the seminary and the college as to courses. Some courses required in college are repeated in the seminary. This makes it hard to arrange special courses. This is especially true in Speech and Bible.

Case 61. Male. ACE 127 (Lower); TPS 19 (Lower); SSES 28 (Upper)
2.2 I come from a minister's home. We children are expected to go into Christian work. Christian work is so much overemphasized on this campus that I am very much embarrassed. In spite of the above I have lately been thinking about teaching. If this becomes my choice, I will then major in chemistry and minor in English literature or history or physics. For the present I am not able to make up my mind.

Case 50. Female. ACE 133 (Middle); TPS 26 (Lower); SSES 29 (Upper)
3.3 Freshmen women are being ridiculed for planning on a vocation. Even though they laugh at me occasionally, I am not discouraged. My chief difficulty is not centered in a conflict between a career and a home. It is that I want to do three different things. Sometimes I want to be a nurse, at other times I want to go on the stage, and still at other times I think of going into Christian work.

Case 46. Female. ACE 197 (Upper); TPS 21 (Lower); SSES 18 (Lower)
4.1 I am bothered that I have no idea of my future vocation, especially since I do not know on what courses I should plan for next year. It seems so futile and senseless to keep on going but not knowing where. I like all my studies, but cannot become intensely interested in any one. My interest goes only to a certain point of doing my work well, and then it ceases.

Case 72. Male. ACE 216 (Upper); TPS 66 (Upper); SSES 32 (Upper)
4.3 I am perplexed because of interest in several vocations. I am interested in one kind of Christian work. Perhaps I have not shown this outwardly enough, but I feel that my attitude would be much better for all things concerned than that of some connected with the "Y." I feel that the "Y" can be of wonderful assistance to the fellows who are now staying away from its influence, so you see my perplexity is all confusion.

Case 50. Female. ACE 133 (Middle); TPS 26 (Lower); SSES 29 (Upper)
4.6 A woman has a right to plan on a definite vocation without being laughed at. In planning for my career I have been laughed at time and time again. People tell me: "You'll be married in a couple of years; we'll watch your career." And they add that I am not cut out for a career. These explanations only make me the more determined to carry out my plans for a vocation.

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

X. ROOMING ADJUSTMENT PROBLEMS

	F
1. MY ROOMMATE	
1.1 makes a great deal of noise	14
1.2 disagrees on temperature of room.....	11
1.3 is lazy	9
1.4 talks or walks in room too much.....	20
1.5 shirks room duties.....	18
1.6 keeps late hours.....	5
1.7 studies at hours different from mine.....	25
1.8 disagrees on location of furniture.....	6
1.9 has too many callers.....	9
1.10 has nothing in common with me.....	4
1.11 no sense of privacy, uses my things, etc.....	4
Total	125
2. INADEQUATE ROOM EQUIPMENT	
2.1 lack of table space.....	17
2.2 lack of chairs.....	15
2.3 lack of adequate lighting.....	21
2.4 lack of dresser space.....	8
2.5 lack of heat.....	10
Total	71
3. NOISY DISCUSSIONS AND "BULL" SESSIONS	
3.1 too many in room.....	16
3.2 too many in adjoining room or house.....	9
3.3 too much noise.....	20
3.4 too late hours.....	1
Total	46
4. DIFFICULTIES ENCOUNTERED LIVING AT HOME	
4.1 too much work about the house.....	6
4.2 parents expect me to go to too many places with them.....	5
4.3 cannot find time to attend college functions.....	10
4.4 no place for study.....	11
4.5 interruptions by visiting friends, delivery men, etc.....	4
4.6 too much noise by smaller brothers, radio, etc.....	6
4.7 too distant from college.....	2
Total	44
Grand Total	286

Case 73. Female. ACE 187 (Upper); TPS 58 (Middle); SSES 25 (Middle)

1.4 My roommate is in the habit of talking at the most inopportune times. She does not concentrate on what she is doing—and merely works to have some excuse for living.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

Case 42. Female. ACE 135 (Middle); TPS 60 (Upper); SSES 17 (Lower)
1.4 Whenever I am trying to study my roommate talks incessantly. If I say anything she gets angry. I hate to hurt her feelings, but I can't study with her talking. She asks question after question and carries on a continual chatter. When I do not respond she thinks I am angry at her.

Case 4. Male. ACE 153 (Middle); TPS 66 (Upper); SSES 25 (Middle)
1.7 In the afternoon I may want to use the typewriter to write a lesson or a letter, and he objects because he wants to study. Then we argue about it. I get mad and quit writing, or he quits studying and says in a sarcastic tone, "I'll wait until you get through." Or at some other time when I am studying hard all of a sudden he will ask some question that has no bearing on what I am studying. Or else he will want to lay books aside and discuss anything from horses to women.

Case 48. Female. ACE 133 (Middle); TPS 49 (Middle); SSES 18 (Lower)
1.7 My roommate studies at very irregular hours. This makes it hard for me, since we share the work of the household, and I cannot always study at the same time that she does. Again, she has too many callers that break in on the hours in which I wish to study. Since I cannot be discourteous to them, I am forced to pay attention to them, and my school work is not finished.

Case 40. Male. ACE 97 (Lower); TPS 63 (Upper); SSES 20 (Lower)
1.9 At times when I wish to study other fellows come into the room, joke around and laugh, and it is impossible to keep them out because there is no lock on the door. When I ask them to leave, they joke about it; and if I get angry, they say I'm too serious and spend too much time on my studies. Besides, when they do go, they make so much noise in the next room that I can't study anyway.

Case 2. Female. ACE 140 (Middle); TPS 37 (Middle); SSES 20 (Lower)
1.10 My roommate is older than I and is not in any of my classes; therefore, I feel as if we have nothing in common. Most of the time I have to clean the room and keep it picked up. It isn't the work I mind so much but the idea that she sort of slacks on her part.

Case 49. Male. ACE 77 (Lower); TPS 46 (Middle); SSES 16 (Lower)
(The extent to which a rooming situation can take on intense proportions is reported by one of the freshmen.)

3.1 Four of us were living together in the same house. We studied in one room but had two separate bedrooms. In the study room each one had his table. Y and Z were uncle and nephew. W was very hard to get along with. X and Z babied him. W and Y did not get along very well at any time. W was the only child in a family having a good deal of money. The other three were very much limited financially.

But a new situation arose. W bought a secondhand car which needed considerable repairing. Y being acquainted with cars was in a position to assist W in repairing the car. Y made the proposition to W to fix his car in return for which Y was to have the use of the car for driving home at Easter time. Four others were to have the ride free. In three days the car was carefully repaired.

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About three days before Easter W must have started thinking how badly he would want his car over the Easter vacation. So he changed the agreement by making a different proposition. Each one who rode home on the Easter trip was to pay \$2; and Y was to deposit \$2 for the use of the car. This \$2 was to be returned if the car came back in good condition.

Y was unwilling to accept these new terms and naturally became very indignant, looking upon this change in agreement as typical of the small way in which W had had been acting all year as a roommate. Many words passed between Y and W during the week. X, Y, and Z were unitedly opposed to this counterproposal. X would not speak his mind to W, and Y and Z did not speak to W unless they were angry.

During this time Y became so disgusted that he purchased a car of his own to make the Easter trip home. So he made out a time sheet covering the work done on the car and gave it to W. Whereupon W replied that he did not have to pay Y.

So the Easter trip home took place with X, Y, and Z riding in Y's newly purchased car. While at home Y talked the whole matter over with his father. The father advised Y to dispose of W as his roommate.

Upon the return to school Y had consulted a freshmen adviser. The advice was to give W until ten o'clock that evening to pay the bill. This gave W twelve hours to get the money.

Finally, W paid the bill to Y, apologized for his conduct, and shook hands. W promised he would act differently. For a month now the rooming situation has been going nicely.

Case 36. Male. ACE 183 (Upper); TPS 28 (Lower); SSES 22 (Middle)

4.1 There is often a great deal of work to be done about the house. And as my brother and sister are both married, it falls to me to do it. I work two or three nights a week and all day Saturday at the store; so I cannot find time to attend college functions.

Case 30. Female. ACE 155 (Middle); TPS 33 (Middle); SSES 19 (Lower)

4.2 The main difficulty I find is that my parents expect me to go to too many places with them. My father drives the car, but my mother does not trust his driving in the larger cities. So she expects me to take them many places. On Sunday we usually leave right after dinner and don't get home until late at night after having attended some service. Sometimes during the week they would like to have me attend a special meeting in Chicago, but I usually am too busy with my school work. If I refuse to go and then want to attend a college function or show, they think I am not interested in the church and its work.

My second home difficulty is the radio. Quite often I have to call down and tell them to tune it in a little softer.

Case 68. Female. ACE 151 (Middle); TPS 42 (Middle); SSES 26 (Middle)

4.6 I have been blessed with a little sweet six-year-old brother. He certainly is the pet of the family and delights in teasing me. Hiding my books is his chief delight. Pestering me while I am trying to study is next in line. I cannot bring myself to tattle on him, so I must suffer the consequences.

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XI. VOLUNTARY CULTURAL, SOCIAL, AND AMUSEMENT ACTIVITIES

	F
1. COLLEGE SOCIALS	
1.1 little opportunity to get acquainted with other students.....	30
1.2 not enough all-college socials.....	41
1.3 not enough parties for classes and smaller groups.....	40
1.4 those in charge of our parties do not see that all are having a good time	20
1.5 have been unable to find others willing to help plan amusements...	17
Total	148
2. AMUSEMENTS	
2.1 do not understand why students cannot dance at this college.....	35
2.2 am disturbed whether dancing is right or wrong.....	12
2.3 feel restricted by rules in everything.....	10
Total	57
3. MOTION PICTURES	
3.1 waste too much time and money going out of town to attend movies.	31
3.2 parents object to attendance at movies.....	3
Total	34
4. THE THEATER	
4.1 no advice on worth-while plays.....	2
4.2 why is there no theater in town?.....	6
Total	8
5. COLLEGE LECTURE COURSE	
5.1 have not enjoyed many of them.....	14
Grand Total.....	261

Case 52. Female. ACE 226 (Upper); TPS 40 (Middle); SSES 27 (Upper)
 1.1 Without doubt there are not enough all-college socials, but even more important than this is the lack of social parties for classes and smaller groups. As it is, it is difficult to get acquainted with students in your own classes, let alone the other classes. Members of a class have something in common and should have all possible opportunities to get better acquainted.

Case 53. Female. ACE 76 (Lower); TPS 55 (Middle); SSES 20 (Lower)
 1.2 There are certainly not enough parties. How many all-school parties have we had this year? About three in all, and they have not been successful.

Case 72. Male. ACE 216 (Upper); TPS 66 (Upper); SSES 32 (Upper)
 1.3 This college has a few parties, but they are so large that few new ac-

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acquaintances are made. Division of classes with many faculty members present would tend to break down old party and formal lines so that new acquaintances could develop. Of course little is done at these parties at the present time.

Case 6. Female. ACE 142 (Middle); TPS 57 (Middle); SSES 28 (Upper)
1.3 There are few class and all-college parties, but it is true that students do not attend them. But then what kind of parties are they? They should get some pep into them and make the programs interesting.

Case 19. Male. ACE 84 (Lower); TPS 35 (Middle); SSES 24 (Middle)
2.1 Dancing is not permitted inside the college, but it is all right to dance on the ground at the May Fete. I see nothing wrong in dancing, so cannot understand the opposition.

Case 12. Male. ACE 235 (Upper); TPS 44 (Middle); SSES 26 (Middle)
2.1 I do not understand why we cannot dance at X College. I myself see nothing wrong with supervised school dances. As it is now many of the students go to public dances which have a far worse influence on them than school-supervised dances would.

Case 68. Female. ACE 151 (Middle); TPS 42 (Middle); SSES 26 (Middle)
2.1 Dances? Yes. Good chaperons, respectable dance floor or club, good music, and the problem is solved for every social affair. The idea of scandal in dancing is absolutely so *passee* that everyone mocks and laughs at anyone holding those ideals.

Case 27. Male. ACE 151 (Middle); TPS 52 (Middle); SSES 22 (Middle)
2.2 I do not see where it is wrong to go to a show. But of course I find difficulty in getting the money to go out of town to a good movie, especially if I make a date. But a worse problem is that of dancing. From childhood I have been taught not to think of dancing, and never heard a good reason against it. Since I came here to college there have been varying ideas given on dancing and some of them very contrary to my learning. Most of the young preachers I know dance or have danced and know how. And so many Christian colleges have introduced dancing too.

Case 32. Male. ACE 181 (Upper); TPS 60 (Upper); SSES 23 (Middle)
3.1 There are some other problems that should come ahead of the theater problem, but since we have so few social engagements here, it naturally happens that students turn to the movies. I think it is O.K. to go to a show and go quite often, but it costs too much to go out of town. I think that this college town should have a first-class theater and movie house in this town.

Case 30. Female. ACE 155 (Middle); TPS 33 (Middle); SSES 19 (Lower)
3.2 My parents object to my attending shows. They do not always say anything about it, but I know they would much rather have me stay home. Mother objects more than father. He goes to a good educational movie occasionally. When I go to a movie I usually do not say anything about it. During Easter vacation I was in X town and went to see "Cimmarron." I thought it was very good and did not see where it could harm one or why mother should object so much.

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XII. RELATION TO OTHER COLLEGES, RACES, TOWNSPEOPLE, AND CLIQUES

1. RELATION TO OTHER COLLEGES

1.1	no social, friendly relationship with other colleges.....	22
1.2	when students speak of other colleges too much emphasis is placed on athletics and not enough on other college values and interests	20
Total		42

2. RELATION TO OTHER RACES

2.1	it is difficult to cultivate a friendly feeling toward foreigners on this campus.....	11
2.2	Negroes are forbidden to reside in this town.....	14
2.3	foreigners on this campus are merely polite, not friendly.....	12
Total		37

3. RELATIONSHIP WITH TOWNSPEOPLE

3.1	students fail to co-operate with organizations of the community (especially Sunday evening groups).....	17
3.2	freshmen have very little in common with town young people.....	28
3.3	community groups are not friendly or sociable toward college students	18
3.4	there is no method by which students may get into community groups	16
3.5	college freshmen look down upon former high-school chums.....	6
3.6	it is hard to get acquainted with people in a community when social contacts are so few.....	32
Total		117

4. COLLEGE SNOBBISHNESS AND CLIQUES

4.1	a great deal of snobbishness is prevalent.....	17
4.2	many college leaders supposedly of the upper social group do not talk or mingle with others from lower social status for fear of criticism by their friends.....	12
4.3	groups of girls practicing for dances in the May Fete fail to co- operate in a number of ways	13
4.4	vital co-operation in some instances cannot be had because of that inevitable gulf between the religious and athletic groups.....	16
4.5	students interested in socials do not co-operate.....	3
Total		61

Grand Total		257
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Case 56. Male. ACE 163 (Middle); TPS 25 (Lower); SSES 21 (Middle)

1.2 I have noticed that so far this year we did not have any dealings with other colleges except in Varsity debate and athletics, with heavy emphasis on the latter. I think that representation should go from school to school on other things in order to further social, friendly, and educational relationships with the other colleges.

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Case 51. Male. ACE 230 (Upper); TPS 75 (Upper); SSES 26 (Middle)
1.2 It really seems true that when anyone speaks of another college we at once seem to think in terms of "Oh yes, we beat them (or they beat us) in football or basket ball last year," and that is about all we ever say or think about other schools.

Case 37. Male. ACE 82 (Lower); TPS 20 (Lower); SSES 22 (Middle)
2.2 Negroes were not allowed to work on the new college gymnasium last year because of unwritten laws against them in this city. They are told to keep moving. If this unwritten law could be eliminated, it might educate the people to drop their prejudices.

Case 55. Female. ACE 237 (Upper); TPS 64 (Upper); SSES 13 (Lower)
2.2 The longer I live in this college town the more I think it is unfair, unlawful, and un-Christian for the people to take the attitude they do against the Negroes.

Case 32. Male. ACE 181 (Upper); TPS 60 (Upper); SSES 23 (Middle)
2.2 Race problems do not bother me, but I do think that it is a shame the way Negroes are discriminated against in this town.

Case 27. Male. ACE 151 (Middle); TPS 52 (Middle); SSES 22 (Middle)
2.2. I often wondered why a Christian city should make a racial distinction against Negroes when they claim to be so good and Christian. When I first heard this I was shocked. I am sure this college cannot call itself Christian and shut out Negro students.

Case 51. Male. ACE 230 (Upper); TPS 75 (Upper); SSES 26 (Middle)
3.1 The college young people, not only the "frosh," seem to be definitely separated from the townspeople, and I wonder why this should be. Do the college people feel superior? As a whole, I do not believe they do, but I have heard that some years ago this was the case, and the relationships between the college and these townspeople were very much strained. As far as I have been able to see, in this short time, I believe that these strained relationships are being overcome.

Case 52. Female. ACE 226 (Upper); TPS 40 (Middle); SSES 27 (Upper)
3.3 It really seems as if the college students exist in a little world all their own apart from the people of the community. And I wonder if the townspeople actually know there is a college in their town. Perhaps the people of the town feel it is up to the students to show their interest. True, the students could co-operate more than they do with the various community organizations. On the other hand, though, I think the townspeople should show a more general interest in the students and endeavor to make them feel welcome in the community from the first.

Case 25. Female. ACE 212 (Upper); TPS 65 (Upper); SSES 25 (Middle)
3.5 During my high-school years I had several fast (firm) friends who are becoming mere acquaintances now. One of these girls got married during last year and did not announce it until graduation. She lived with her husband here in town during the summer, but even during that time I noticed our life-course seemed to draw apart. All she talked about was her

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Frankie, getting his meals, and pressing his clothes. My mind was all wrapped up in the glory of going to college soon and in earning money to go there. I soon got tired of her prattle, and she was bored with my dreams.

Another place that I have noticed the change is in my Sunday school class. Of the nine girls in our class, five of them are going to college this year, and one is working so that she can go next year. We who are going to college find that we are putting into the Sunday discussion the things we are learning in college. The other girls do not seem to understand what we are talking about, especially when we talk about a keen party we were to or the five shows we attended in one week, etc. From their talk I think two of the girls have taken to smoking and doing other things at times that they would never have done while our class was still held together by high-school bonds. They have to find excitement to take the place of the time they used to put in on studying.

Case 56. Male. ACE 163 (Middle); TPS 25 (Lower); SSES 21 (Middle)
4.2 There are a number of snobs present on our campus. Some are overly religious and think the average student has no religion; others are proud of campus positions; others are exalted over being a member of some college team; and still others that lack personality to be much of anything. So they look down on the world and everything.

Case 69. Male. ACE 115 (Lower); TPS 33 (Middle); SSES 20 (Lower)
4.4 It seems almost impossible to work with the religious group (especially in the fellowship and devotional meetings). There are some who feel that their athletic friends will laugh at them when they take part in these meetings. They seem to sense that they are trying to be too religious in some of the "Y" work, and when they get out on the campus they feel they are not living the same kind of a natural life. It seems as if their religious emphasis is being overdone. This is how the athletic group feels about it because they want a "Y" program of religion that is more liberal and appeals to more students on the campus.

Case 72. Male. ACE 216 (Upper); TPS 66 (Upper); SSES 32 (Upper)
4.4 Between the average athlete and the average man of the religious group (Y. M. C. A., etc.) there is a division that is unreasonable, discourteous, and far from elevating. I have seen this fight, at one time as a member of the athletic group, and another, when on the "Y" cabinet. I really believe the athletic group ought to change its policies a little more than the religious group.

Case 47. Male. ACE 140 (Middle); TPS 62 (Upper); SSES 28 (Upper)
4.4 There really is a gulf separating the religious group and the athletic group. As I size it up, there seems to be three distinct groups on the campus, the religious, the athletic, and those who belong to neither who seem to be left out of things. If these three groups could work together, it would be great.

Case 6. Female. ACE 142 (Middle); TPS 57 (Middle); SSES 28 (Upper)
4.4 There is without doubt a deep gulf between the so-called athletic and religious groups. The two factions seem to be working strongly against each other in politics, religion, and in all the leading events of the school. It

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seems that if you do not belong to either group, you are left out of things. The campus would be much better off if these two groups could co-operate somehow.

XIII. ADJUSTMENT PROBLEMS RELATED TO PARENTAL RELATIONS

	F
1. RELATIVE TO COLLEGE WORK	
1.1 parents insisted that I come here to college.....	6
1.2 parents give too much advice about school.....	11
1.3 disagree with my parents' satisfaction with my grades.....	4
1.4 parents do not understand that I am doing my best.....	5
Total	26
2. METHODS OF CONTACT WITH PARENTS	
2.1 am expected to write home too often.....	13
2.2 parents are too busy to write me.....	9
2.3 parents expect me home too often.....	7
2.4 parents visit me too often.....	4
2.5 when parents visit me I have no way to entertain them.....	6
Total	39
3. DIFFICULTIES INVOLVING STANDARDS AND VIEWPOINTS	
3.1 parents complain I do nothing beyond school work.....	10
3.2 have much difficulty in shifting to my own choices and standards..	22
3.3 was held down so closely at home I now do things I never did before..	2
3.4 am inclined to accept the advice of professors rather than my parents	5
3.5 disagree with parents concerning the value of a college education ..	7
3.6 parents do not understand that some change in attitude and view- point is necessary	9
3.7 parents do not understand that I must decide some things for myself..	12
Total	67
4. VOCATIONAL DIFFICULTIES WITH PARENTS	
4.1 parents insist upon my taking up a certain vocation.....	6
4.2 parents show no interest in my choice of a vocation.....	7
Total	13
5. FINANCIAL DIFFICULTIES	
5.1 no definite allowance is given me.....	16
5.2 parents think I spend too much money foolishly.....	8
5.3 am unable to secure money from parents.....	5
5.4 am inclined to be inconsiderate of my parents' financial condition..	5
5.5 am unable to convince parents that a college education means more than money value.....	3
Total	37

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6. SOCIAL AND AMUSEMENT RELATIONSHIPS

6.1	others in the family want the car when I do.....	10
6.2	parents object to amusements I go to.....	10
Total		20

7. HOMESICKNESS

7.1	missing my home has hindered me in my work.....	6
7.2	seeing others homesick makes me wonder if I appreciate my parents.	7
Total		13

8. RELIGION

8.1	in learning new things here at college parents do not understand that they are not just "freshmen notions".....	4
8.2	it is hard for me to attend church regularly here.....	11
8.3	was forced to attend church so much at home I now miss frequently.	6
8.4	my parents object that I am not in any church activity.....	7
Total		28
Grand Total		243

Case 5. Male. ACE 123 (Lower); TPS 24 (Lower); SSES 31 (Upper)

1.4 My parents believe I should be an excellent student because of my high-school record. They have gotten the idea that I am loafing. My father has certain medical relationships with one of the college administrators; consequently pressure is brought to bear on me from both sides.

Case 61. Male. ACE 127 (Middle); TPS 19 (Lower); SSES 28 (Upper)

1.4 My parents do not exactly criticize my grades, but I know that they expect more of me than what I am doing. I really expect more of myself, too, but somehow I can't get going. I really thought I had the ability to do better. Sometimes I begin to wonder if I am losing confidence in myself. But I made good grades in high school. At the present time I have three brothers in high school (each one President of their respective classes), and each of them is on the scholarship Honor Roll.

Case 6. Female. ACE 142 (Middle); TPS 57 (Middle); SSES 28 (Upper)

2.2 I realize that my parents are much busier than I, but I sometimes think that they could write oftener.

3.5 My parents have always placed a high value on money and material things; sometimes I think they sacrifice other things that are more important. While I have come to the place where I do my own thinking, yet it grates on my nerves to be told: "Be sure to make good in college so you can make some money afterward." Why do some people think that the only reason for going to college is to learn how to haul in a big salary?

Case 34. Male. ACE 85 (Lower); TPS 20 (Lower); SSES 23 (Middle)

3.5 I disagree with my parents on the value of a college education. I agree

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with them that some college graduates are failures and that these are the ones that are written about, but that the percentage who make good is very large in comparison to the number who fail. I have also tried to explain to them the earning power of the college graduates. But my folks think that college educated men all have *white-collar* jobs. (Italics by student.) The argument really amounts to our differing standards of success.

Case 54. Female. ACE 186 (Upper); TPS 33 (Middle); SSES 25 (Middle)
3.6 Another thing that bothers me is that some parents, including mine, seem to think that their children should not grow up. They want to keep them tied to their apron strings. It is hard enough to grow up decently without being dominated by father and mother. As a rule I think a healthy-minded young person knows what is best for his development better than his parents.

Case 55. Female. ACE 237 (Upper); TPS 64 (Upper); SSES 13 (Lower)
3.7 My mother usually does not interfere with my decisions, but the rest of the family does not realize that the baby of the family has a mind of her own.

Case 66. Female. ACE 155 (Middle); TPS 39 (Middle); SSES 23 (Middle)
5.1 I have all the money to spend that is good for me, possibly too much. But I always have to write home for money. I would much rather have a certain amount given to me, and then know what I've got. I've suggested this, but in return I always get a sufficiently large check that I spend fast enough.

Case 73. Female. ACE 187 (Upper); TPS 58 (Middle); SSES 25 (Middle)
7.1 My parents are the very dearest things on this earth (as they should be, to me). They love me so (and my brothers too) that they sacrifice needlessly at times. It hurts me, makes me feel ashamed of myself, and I feel a tendency at times to give up school so they can have the things they should have and see. They do not want me to work during the summers because they say I work so hard during the preceding months that I need some recreation. Father says I need the rest. He adds "that there is plenty of time to work later on. You are my only daughter, and I want you to have a good time and take life easy between terms." I very deeply appreciate their love for me, and I sincerely hope I have not developed into a pampered, petted child of doting parents. I have done my best to overcome that tendency. I hope that some day I shall be able to repay them for all the wonderful things they have done for me and are doing. If I don't, I shall feel that my life has been a failure. And here arises the question of a lifelong debt to the parents.

My case of homesickness, then, is a matter of dissatisfaction when people are not the least interested in me; in fact, when they ignore me, and when there is a lack of self-confidence. At home there is a remedy for everything. When I am downhearted mother is always there to say: "I know you can do it; just go out and do it. Never mind what anyone thinks." Perhaps I do need "psychological weaning." I can, if left to my own resources, create for myself the above bolstering, but it's easier to have the steady hand of mother do it.

Case 51. Male. ACE 230 (Upper); TPS 75 (Upper); SSES 26 (Middle)
8.2 While at home I made it a point to attend all the services to please my dad. Since coming here I seem to have acquired the idea that once a Sunday is sufficient, but still I don't feel that I have justified this viewpoint because of Sunday school and twice to church has become a habit after twenty years.

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Case 6. Female. ACE 142 (Middle); TPS 57 (Middle); SSES 28 (Upper)
 8.2 It is hard for me to attend church here, but I always attend at least one church service per Sunday.

Case 56. Male. ACE 163 (Middle); TPS 25 (Lower); SSES 21 (Middle)
 8.3 Before coming to college I attended church services at least three times each Sunday. The only reason I enjoyed them was because of the social contacts and the friends I met. Now I do not go often because I can meet friends and make social contacts away from the church.

XIV. HEALTH: PHYSICAL AND MENTAL PROBLEMS

	F
1. PHYSICAL	
1.1 physical examination was inadequate.....	31
1.2 physical examiners do not take a vital diagnostic interest in students.....	19
1.3 my eyes have been bothering me.....	19
1.4 have been ill, suffered injury, or other physical difficulties.....	21
1.5 seem to need more sleep than the average student.....	19
1.6 lack of appropriate exercise has hindered me in my school work.....	16
Total	125
2. MENTAL	
2.1 I worry over studies.....	18
2.2 I worry over loss of sleep.....	3
2.3 I have been worrying over the choice of a major.....	13
2.4 it disturbs me that mother worries about me.....	5
2.5 I am too much concerned over financial problems.....	16
2.6 I am too much concerned over the choice of a vocation.....	17
2.7 worry over what others think of me.....	2
Total	74
Grand Total	199

Case 6. Female. ACE 142 (Middle); TPS 57 (Middle); SSES 28 (Upper)
 1.1 This college is too lenient in her physical entrance examination. Many colleges require an examination by your family doctor in advance of school. I think it is a much better idea than going to a doctor here who examines hundreds of students and doesn't pay much attention to any.

Case 54. Female. ACE 186 (Upper); TPS 33 (Middle); SSES 25 (Middle)
 1.1 I feel that the physical examination last fall was inadequate. However, the physician cannot be expected to examine a person thoroughly when he is paid nothing for it.

Case 40. Male. ACE 97 (Lower); TPS 63 (Upper); SSES 20 (Middle)
 1.1 The physical examination last fall was just a flop and just an excuse to say we had one. The doctors didn't fulfil half the requirements as they should. Many of the tests were merely guessed at, and things were taken for granted.

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Case 9. Female. ACE 73 (Lower); TPS 11 (Lower); SSES 24 (Middle)
1.2 The doctor only asked me a few questions, and my examination was over in five minutes. They are not paid, and so they rush through the examination and seem glad that it is over.

Item 1.4 on physical difficulties (21) is significant. Case 4 had extended trouble with his eyes. Case 51 had four operations during the preceding year; so had to be very careful during his freshman year. Case 61 had a severe fall off the rim of the swimming pool and was out of school for a considerable length of time. Case 27 had severe stomach trouble during the year. Several had critical difficulty resulting from bad teeth. A considerable number had severe eye trouble. Case 3 was able to overcome stomach trouble of several years' standing by careful dieting.

Case 40. Male. ACE 97 (Lower); TPS 63 (Upper); SSES 20 (Middle)
1.4 In the past school year I have been ill at various times and had to give the doctors about \$50. All of this tended to discourage me at times and make it impossible for me to do my best on my studies. The main part was my eyes, and that trouble was especially discouraging when I couldn't enjoy my reading.

Case 42. Female. ACE 135 (Middle); TPS 60 (Upper); SSES 17 (Lower)
2.1 I am nervous and suffer a great deal all the time from nervous headaches. I tried wearing glasses, but my eyes are not the cause of my headaches. If my work piles up on me, or if I have to give a reading, I get excited and nervous and then suffer from a headache. I have always been inclined to worry and probably always will. I worry if I don't get good grades, because I am afraid I will fail in a subject. I lay awake a large part of the night if I have a heavy day coming.

Case 71. Male. ACE 127 (Middle); TPS 19 (Lower); SSES 19 (Lower)
2.3 My choice of a major has bothered me considerably. It would be easier if I knew what vocation to enter. As a result I do not know whether to continue school or wait until I know what I want to do.

Case 34. Male. ACE 85 (Lower); TPS 20 (Lower); SSES 23 (Middle)
2.5 My finances are very poor or flat. Perhaps I should be working instead of going to college. My future outlook and present position do not look encouraging.

Case 12. Male. ACE 235 (Upper); TPS 44 (Middle); SSES 26 (Upper)
2.6 Sometimes I think that I am wasting time or just marking time if I don't know what vocation I am going to enter. College is all right, but it is not the best and only thing for some vocations. Maybe I am all wrong.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

XV. RELATION WITH TEACHERS OUTSIDE OF CLASS¹

Adjustment Problems	F	ACE			TPS			SSES		
		Groups: 1-2 3 4-5			1-2	3	4-5	1-2	3	4-5
1.1 have met no other teachers except those in my classes	32	No. 14	11	7	13	8	11	14	11	7
		% 44	34	22	41	25	34	43	35	22
1.2 have never talked with some of my teachers outside of class	35	No. 15	10	10	12	10	13	17	11	7
		% 43	29	28	34	28	38	49	31	20
1.3 went to classes several weeks without knowing the name of the teacher	18	No. 8	8	2	8	5	5	7	8	3
		% 45	44	11	45	28	27	38	45	17
1.4 faculty members do not try to help us get acquainted with them	41	No. 17	13	11	15	12	14	15	15	11
		% 41	32	27	37	29	34	36	37	27
1.5 some teachers act friendly when passing on the street and at other times pass by without noticing one	28	No. 9	13	6	8	12	8	10	9	9
		% 32	47	21	29	43	28	35	32	33
1.6 some teachers make you feel uncomfortable or embarrassed	3	No. 1	1	1	0	0	3	1	0	2
		% 34	33	33	0	0	100	33	0	67
Grand Total	157	No. 64	56	37	56	47	54	64	54	39
		% 41	36	23	36	30	34	41	34	25

¹ The complete research, of which such statistical data on each adjustment problem in each area of difficulty is a part, is to be found in the University of Chicago libraries.

² Chapter I explains the method of grouping scores for comparative purposes. On the three tests Groups I and II include the low scores whose means fall below .5 Sigma and Groups IV and V include scores whose means fall above .5 Sigma.

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

Case 6. Female. ACE 142 (Middle); TPS 57 (Middle); SSES 28 (Upper)

1.2 I do not believe I have ever talked to any of my teachers outside of class all year, with the exception of my gym teacher. The professors seem to be interested only in their school work and not how we get it. This seems to form the basis of all conversations. I do not see why they cannot depart from the professional side for a while and act a little more human and bring up items of interest. Many of the professors do not seem to want to know the students outside of their immediate classes. However, some of them speak to you even if they do not know you. I think they are taking steps toward learning to know new students.

Case 73. Female. ACE 187 (Upper); TPS 58 (Middle); SSES 25 (Middle)

1.4 I always thought teachers were "moody" things. Now I know it. Everyone likes to be noticed. In tune with this idea, it is very ruinous to friendly relationships with teachers to be noticed only occasionally. I may be wrong. I was always accustomed to having teachers as very friendly acquaintances. It was hard for me to come to college this fall to find teachers so very reserved. . . . I think a few socials or something of that character would help immensely to destroy the wall between the teacher and the students. This wall exists in class too. The student does not feel free to answer questions or to ask them.

Case 27. Male. ACE 151 (Middle); TPS 52 (Middle); SSES 22 (Middle)

1.4 Somehow it seems that the faculty does not give any help in getting students acquainted with them. It appears to me that either they do not desire to do so, or they are too busy. But perhaps students should not become too well acquainted with them.

I have noticed that faculty members whom I am sure know me do not always show that they recognize me. Others who know me well, and some who do not know me so well, always recognize me. It seems that such professors always demand more respect from me than those who act superficial. In some cases it may be their consciousness of their position or absent-mindedness supposed to be characteristic of professors. But I know there is a difference in professors in the above respect.

Case 29. Female. ACE 168 (Middle); TPS 64 (Upper); SSES 21 (Middle)

1.4 I think it would help the students a great deal if they could become better acquainted with members of the faculty. Some of them because of a very reserved or disinterested attitude forbid such an acquaintance. There are some teachers with whom I would like to become acquainted but cannot somehow.

Case 48. Female. ACE 133 (Middle); TPS 49 (Middle); SSES 18 (Lower)

1.4 I think some of the teachers make it very difficult for a student to approach them outside of the classroom. Professors are so busy, and they make it very obvious that they are in very much of a hurry. I have never talked with some of my teachers outside of the classroom because of this attitude shown toward the student. Some teachers extend a friendly greeting outside the classroom and at other times just do not see you. Perhaps the last mentioned kind is caused by absent-mindedness, but it certainly makes a student uncomfortable.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

Case 30. Female. ACE 155 (Middle); TPS 33 (Middle); SSES 19 (Lower)
 1.5 Several other times I have been walking from one of the college buildings to another, or down to the gymnasium with a group of girls, and a teacher will come along on the other side of the street or in her car, and she seems to pass by the whole bunch without speaking.

Sometimes when I pass a professor's home and he is outside talking to some student or other person, I keep glancing over to speak to him; and even if he does catch your eye, he keeps right on talking and does not say anything to you.

XVI. BOARDING ADJUSTMENT PROBLEMS

F

1. BOARDING CLUBS

1.1	when making a choice, there is no way of knowing if the fellows will be congenial.....	12
1.2	tendency to bad manners, leaving table before majority have finished, etc.	13
1.3	diet is frequently unbalanced for activities of a student.....	17
1.4	disagreement or break among members.....	6
1.5	Sunday morning breakfast plan unsatisfactory.....	6
Total		54

2. MEALS AT OWN HOME

2.1	poorly balanced meals for school work.....	2
2.2	too much entertaining of guests at meals.....	3
2.3	too much time spent in planning and serving meals.....	5
Total		10

3. MEALS AT THE DORMITORY

3.1	unbalanced lunches.....	7
3.2	coffee not served on time at breakfast.....	3
3.3	too much starch in foods.....	11
3.4	not enough fresh fruits and vegetables.....	20
3.5	breakfast too early on Saturdays.....	10
3.6	do not get our money's worth.....	2
Total		53

4. MEALS AT A RESTAURANT OR HOTEL

4.1	food is too expensive.....	5
4.2	tendency to eat at irregular times.....	8
4.3	tendency to eat too rapidly.....	13
4.4	atmosphere not socially agreeable.....	6
Total		32
Grand Total		149

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

Case 51. Male. ACE 230 (Upper); TPS 75 (Upper); SSES 26 (Middle)
1.3 With a bunch of fellows arranging the *menus*, they are often unbalanced and unsatisfactory. Some days they decide to have bacon or ham for breakfast, roast, steak, or something similar for dinner, and some cold meat for supper. Other days they have little or no meat at all. They just order whatever occurs to them without any attempt toward a balanced menu.

The fellows just try to appease their hunger in the most convenient way, reaching and elbowing with as little courtesy as is necessary. One is inclined to forget what little etiquette he ever knew. Then when he gets out where a certain degree of decency is necessary he has to watch himself very closely.

Case 6. Female. ACE 142 (Middle); TPS 57 (Middle); SSES 28 (Upper)
3.3 We are taught in our physical hygiene class that too much starch isn't good for a person, and that it is almost necessary to have balanced meals. These rules of hygiene are given to us theoretically but not practically. So one part of the college teaches one thing, and another carries it out in just the opposite manner. Why not have some co-operation in this important matter?

Case 29. Female. ACE 168 (Middle); TPS 64 (Upper); SSES 21 (Middle)
3.4 We do not get enough of freshly cooked vegetables. Growing girls simply must have them. It is not good for anyone to have too much starch. We are served potatoes, macaroni, spaghetti, and such things sometimes at the same meal and even twice a day occasionally.

Case 56. Male. ACE 163 (Middle); TPS 25 (Lower); SSES 21 (Middle)
4.2 I find that when eating in a restaurant I tend to eat very rapidly. As soon as the food is placed before me, I begin, and do not say a word until I am finished. I do this so I will have more time to read the paper and talk with my friends. I have also found that I eat at irregular times. Since the restaurant is open at nearly any hour, I can run in during the middle of the forenoon, eat something, and thus ruin my appetite for the next meal and my appetite in general.

XVII. SPECIAL ABILITY GROUPS

		F
1. MUSICAL—ORATORIO		
1.1	it takes too much time each week for the greater part of the year . . .	13
MUSICAL—GLEE CLUB		
1.2	takes too much time from school work	9
MUSICAL—BAND AND ORCHESTRA		
1.3	members not sufficiently interested	6
1.4	takes more time than students were given the impression it would take	4
Total		32

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

2. DRAMATICS

2.1	too much time working up one-act plays.....	7
2.2	too much time wasted at rehearsal due to late comers.....	10
2.3	not enough interested students.....	9
Total		26

3. FORENSICS

3.1	favoritism shown those taking many courses in speech department..	10
3.2	freshmen-sophomore debaters receive little coaching or recognition..	5
3.3	too much time spent on forensics.....	6
Total		21

4. ATHLETIC TEAMS

4.1	unable to study after heavy practice	6
4.2	cannot concentrate on studies with athletics in mind.....	3
4.3	much time is spent on trips.....	2
Total		11

5. GENERAL

5.1	upperclassmen given preferences over freshmen for positions.....	8
Grand Total		98

Case 52. Female. ACE 226 (Upper); TPS 40 (Middle); SSES 27 (Upper)

On the whole, I have been quite well satisfied with the musical organizations I have taken part in this year. Naturally, they claimed considerable time on the whole which might have been spent on study, but I think the value received compensated for the time lost.

The band is really the only organization in which the members seemed to show a distinct indifference and lack of interest. I think a good "snappy" band is a great asset to a school. I wish somehow we could have a bigger and better band here at college next year.

Case 48. Female. ACE 133 (Middle); TPS 49 (Middle); SSES 18 (Lower)

1.1 Too much time is spent on oratorio practice. If it met twice a week over a period of time preceding the presentation, it would not be so bad. But once a week all year and then double time during the last number of weeks is simply too much. We got tired and lost interest in this entire year of practicing.

XVIII. PROBLEMS RELATED TO ADMINISTRATIVE OFFICERS

Because of the very personal nature of these adjustment problems, the check-list is omitted. A summary of the reported problems reveals five specific types of reactions:

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

1. There is a distinct desire on the part of these freshmen to become acquainted with the administrators of the college (not including the instructors in this connection). This was very soon discovered during Freshman Week. Here are a few of the student descriptions of this type of problem with slight modification:

Case 71. Male. ACE 127 (Middle); TPS 19 (Lower); SSES 19 (Lower)

The idea of getting acquainted (mentioning two officers) is pretty true as some of the fellows state it: "A fellow must either be a big shot or a discipline breaker in order to get acquainted with them."

Case 42. Female. ACE 135 (Middle); TPS 60 (Upper); SSES 17 (Lower)

Whenever I meet some of the administrators on the campus I hesitate to speak. If they spoke first I wouldn't mind it. But I realize it is my place to speak first. When I do speak and they do not I feel very inferior and have the feeling that they are superior. I have had no relations with them (mentioning two) and never talked to them. But I have heard others say that they are very friendly outside of school, and very formal in school.

Case 67. Male. ACE 285 (Upper); TPS 54 (Middle); SSES 21 (Middle)

In our high school of 1,200 pupils, the principal became personally acquainted with each student in the school; he even knew the occupation of the father of each pupil, and the general type of school work each student was doing. He always spoke to a student when he met him on the street. I have been at this college lacking one month of a school year, and certain ones have passed me many times on the campus and on the town streets, and they have not spoken to me once; and there are only 500 students in this school, less than half of the number in my high school.

2. Many of these freshmen expect busy administrators to give them personal time and attention. Typical descriptive statements with slight minor changes said:

Case 69. Male. ACE 115 (Lower); TPS 33 (Middle); SSES 20 (Lower)

We were invited and urged to visit the office of our administrators when we wanted advice. I did so one day, and such a cold reception "froze me out."

Case 6. Female. ACE 142 (Middle); TPS 57 (Middle); SSES 28 (Upper)

I have visited administrative offices several times and was usually met with a type of short reply to my questions. It makes one feel unnecessary, to say the least.

Another student expresses the same sentiment but indicates how conditions improved as he got better acquainted at the college.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

Case 27. Male. ACE 151 (Middle); TPS 52 (Middle); SSES 22 (Middle)

The first time I saw the President I did not like his looks. I felt that in his position I would never learn to know him. But as time went on I got an opportunity to meet him personally, and my entire attitude changed. He took on an understanding attitude, and I began to appreciate his attitude toward student actions and proposals.

3. These freshmen that reported problems with various administrators gave considerable emphasis to the point that they expected administrative officers to understand them in their personal problems. The above description illustrates this attitude. Other students spoke in this wise:

Case 13. Female. ACE 155 (Middle); TPS 33 (Middle); SSES 29 (Upper)

Girls, especially freshmen, . . . need someone whom they can feel free to go to for personal advice; a friendly person who calls you by your first name because they know you so well and are interested in you in a sincere way. Someone that even can act toward you as a mother or at least like a person interested in a real way. This would make it much easier for us girls. Perhaps a woman who has had girls of her own might have this ability.

Those girls who do not live in the dormitory and those living in private homes were especially positive in expressing their need of personal counsel.

Case 73. Female. ACE 187 (Upper); TPS 58 (Middle); SSES 25 (Middle)

In the dormitory it should be comparatively easy to become acquainted with the dean of women. But she is largely a stranger to those of us who live in a private home.

4. But many of these freshmen expect more from the administrators than mere sociability, courtesy, personal attention, and some understanding of them. They expect helpful and constructive advice whether on courses or on personal problems or on financial or other matters. A few of them report as follows:

Case 5. Male. ACE 123 (Lower); TPS 24 (Lower); SSES 31 (Upper)

Our freshmen have gotten little help and suggestion preceding registration or since. Little interest seems to be taken in freshmen affairs.

DISCOVERED AREAS OF ADJUSTMENT PROBLEMS

Case 66. Female. ACE 155 (Middle); TPS 39 (Middle); SSES 23 (Middle)

We need less of checking up on us to find out all the things we are doing in the dormitory and on the campus and more of sane advice when we want it. I consulted on courses and came away with no definite alternative to be considered.

5. The study leads us to one of the most significant principles of vocational, educational, and personal counseling. Students not only expect that they will be trusted, as was indicated in the previous student report, but they take for granted that their confidences will be respected and maintained. The student reports are so specific at this point that only one will be given here.

Case 62. Female. ACE 93 (Lower); TPS 51 (Middle); SSES 30 (Upper)

When I was rightly advised to go to an officer with respect to a problem, I refused to do so because I knew of others who had gotten in bad by revealing their whole difficulty and confessing. I was willing to confess, but I did not want to lay myself open to discipline in the future. I had no assurance that my confidence would be maintained if I did confess. Do not misunderstand me; I am willing to take my punishment, but I do not want anyone knowing about it if it is not going to be used for my growth and development.

The above statement indicates that freshmen desire a great deal of personal attention. They expect a great deal from these busy administrators. Their expectations seemed to go to the heart of the personal attitudes expressed by these administrators. Admittedly, many of the freshmen, at the close of the first year, knew little about these superior officers in a small college. To be sure, only 53 problems were reported in some detail, but more would have been reported had the check-list been resubmitted for checking, as was done in all the other areas—namely, the original list of problems as reported was much smaller than the final check-list report. This gave each student time to think over carefully just what his problems had been, if any. The personal nature of this area made that *seem inadvisable*.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

XIX. DEPARTMENTAL, PRE-PROFESSIONAL, AND INTEREST GROUPS

1.1	have had no opportunity to become interested in any pre-professional group.....	21
1.2	lack of time prevented my attendance.....	8
	Grand Total	29

Case 20. Male. ACE 195 (Upper); TPS 29 (Lower); SSES 24 (Middle)

1.1 I have had no opportunity to meet with any of the departmental or pre-professional groups. I would like to meet with them (several of them), so that I may be able to discover my interest and thus be able to decide on a vocation, and think about my major for next year. It seems to me that such groups as these on the campus should give the freshmen some chance to be looking ahead in surveying their interests and abilities as a basis for vocational choice.

Case 68. Female. ACE 151 (Middle); TPS 42 (Middle); SSES 26 (Middle)

1.1 I have had no chance to be in any pre-professional group. They seem to have no interest in "Frosh," and it is during the time that students are "Frosh" that we would derive the most benefit.

Case 46. Female. ACE 197 (Upper); TPS 21 (Lower); SSES 18 (Lower)

1.1 I have not been in contact with any of the groups. We seem to lack this type of thing at this college. As I have never been connected with one of the groups, I do not know what I have missed.

CHAPTER III



THE RELATION OF INTELLIGENCE, NEUROTIC TENDENCY, AND SOCIO-ECONOMIC STATUS TO THE FRESHMEN ADJUSTMENT PROBLEMS

A SECONDARY PURPOSE OF THIS STUDY IS TO DETERMINE THE relationship of the factors of intelligence, neurotic tendency, and socio-economic status to the discovered areas of difficulty (page 20). The reason for their treatment at the outset has already been indicated.

The introductory chapter indicated the techniques and instruments used (page 20). This chapter pointed out also that the sampling of 73 students was selected from the entire class of 137 students on the basis of three criteria (pages 25-29).

USE OF THE CRITICAL RATIO TECHNIQUE ¹

The method of grouping the scores for comparative purposes has been explained (Ch. I). A word, however, needs to be said about the use of the Critical Ratio Technique. In order to determine the difference between the number of adjustment problems reported by the students who had the lowest scores on a given test (combined groups 1 and 2) and the students who had the highest scores (combined groups 4 and 5) it was necessary to discover the extent to

¹ This technique, employed in a number of researches, was used by H. H. Hartshorne, Mark May, and F. Shuttlesworth, *Studies in the Organization of Character*, pp. 282-285. New York: Macmillan Company, 1930.

which a factor was operating on a group of adjustment problems. Consequently use was made of the $D/\sigma D$ formula. $D/\sigma D$ is the ratio of the difference between groups 1, 2, and groups 4, 5 and its standard error. The formula for the standard error of the difference for uncorrelated distributions is:

$$\sigma \text{ Diff} = \sqrt{\sigma^2 fp_1 + \sigma^2 fp_2} \quad \text{where the standard error}^2 \text{ of a per-}$$

$$\text{centage frequency is } \sigma fp = \sqrt{\frac{fp(100-fp)}{N}}$$

For example, Area I, Courses. Table IV (a) $N = 714$.

$$\sigma fp_1 = \sqrt{\frac{32(100-32)}{714}} = 1.74 \quad \sigma fp_2 = \sqrt{\frac{30(100-30)}{714}} = 1.71$$

$$\sigma \text{ Diff} = \sqrt{(1.74)^2 + (1.71)^2} = 2.44$$

$$\frac{D}{\sigma \text{ Diff}} = \frac{2}{2.44} = .82$$

For an interpretation of the ratio $D/\sigma D$, accompanying Table III presents various ratios, and the chances that a difference as large or larger than, and in the same direction as, the one actually observed would occur by random sampling from the distribution of zero mean difference.

² From a strictly statistical point of view the standard error of the percentage frequencies as computed in this study is too large on account of the correlation which must be assumed to exist when more than one difficulty is reported by each student in each area. The formula used here assumes independent frequencies. For dependent frequencies the above standard error formula should be multiplied by the factor $(1 - \frac{F}{N})$ which would reduce each standard error of the percentage frequencies and in consequence thereof would magnify all critical ratios, but not disturbing their present relative order. It was agreed that such a statistical refinement was not necessary for the present purpose. (K. J. Holzinger, *Statistical Methods for Students in Education*, pp. 235-255. Chicago: Ginn & Company, 1928.)

RELATION OF FACTORS TO ADJUSTMENT PROBLEMS

TABLE III

EXTENT TO WHICH RATIOS ARE STATISTICALLY SIGNIFICANT³

Degrees of Difference	D/ σ D	Chances
I. Ratios having little or no significance	1.0	5:1
	1.5	15:1
II. Ratios having considerable significance	2.0	43:1
	2.5	161:1
III. Ratios having high significance	3.0	740:1
	3.5	4,348:1
	4.0	31,545:1
	4.5	3,487,966:1
	6.0	
IV. Ratios having unusually high significance	12.0	101,341 x 10 ⁴ :1
		5,692 x 10 ²⁷ :1

Differences giving ratios smaller than 2.0 usually can be neglected as they are within chance fluctuation. A difference giving a ratio of 2.0 would occur only once in 43 cases by random sampling from distributions whose difference between means would be zero. A ratio of 3.0 pertains to a difference which chance would produce only once in 740 cases. Most statisticians assume a ratio of 3.0 as the critical point where a difference is absolutely significant and beyond the causation of chance. For the present study this would mean that, e.g., in area 15, SSES (Table IVb) the difference between the number of students who rate low on the SSES test and those who rate high (41-25 = 16%, D/ σ D is 3.06) is significant; in other words, we can assume with certainty that SSES, or whatever is measured by it, has a definite and significant influence in area 15, relation with teachers outside of class. To state it more explicitly for this particular case, it is practically certain that stu-

³ W. S. Monroe and M. D. Englehart, *Experimental Research in Education*, p. 66. University of Illinois Bulletin, Vol. XXVII, No. 32; and Pearson's Table for Statisticians and Biometricians.

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dents similar to the ones in our present study, who rate low on the SSES test, will encounter more difficulties in area 15 than students who rate high. As the ratio increases in size its importance increases much more rapidly, such e.g., that a $D/\sigma D$ of 5.0 would occur only once in 3,487,966 cases.

Where ratios are below 2.0, students who rate low have about the same number of problems as those who rate high. Where students of low intelligence reported the same number of problems as those of high intelligence the ratio is insignificant. For example, in area 14, physical and mental health, 199 health problems were reported. The students of low intelligence reported 64 problems, and the students of high rate, 61, or 32% compared with 31%. Thus low intelligence is not operating with significance because students of low and high scores reported problems in this area with about the same frequency, which might suggest that other factors are at work. Thus a factor is not operating with significance (the ratio being below 2.0) when students of low scores reported about the same number of problems as did students of high scores.

Accompanying Tables IV (a) and IV (b) give the distribution of the adjustment problems of 73 college freshmen and the corresponding $D/\sigma D$ in each area. These adjustment problems are organized into groups of a similar nature termed areas of experience. These areas of difficulty are given in the order of greatest frequency (number and per cent) with the $D/\sigma D$ of each group of adjustment problems according to the functioning of the factors of intelligence, neurotic tendency, and socio-economic status. Each of these areas of difficulty is to be treated in some detail in an appropriate chapter.

Table V gives the order of the areas of difficulty in which

low scores (on ACE, TPS, and SSES tests) were operating with greatest significance.

Table VI presents the facts of Table V in a different way.

TABLE IV (a)
DISTRIBUTION OF THE ADJUSTMENT PROBLEMS OF SEVENTY-THREE COLLEGE FRESHMEN BY AREAS
OF EXPERIENCE ON THE BASIS OF THREE TESTS (See Table III)

AREA OF ADJUSTMENT PROBLEMS		TOTAL PROBLEMS		AMERICAN COUNCIL EDUCATION TEST					D/σD		THURSTONE PERSONALITY SCHEDULE					D/σD		SIM'S SOCIO- ECONOMIC STATUS (FORM C)					D/σD				
				1-234-5							1-234-5							1-234-5									
GROUPS																											
1. Courses.....		714	No....	230	269	215																					
			%.....	32	38	30	.82																				
2. Religion.....		706	229	265	212																						
			32	38	30	.81																					
3. Teachers.....		468	152	194	122																						
			33	41	26	2.36																					
4. Economic.....		446	179	146	121																						
			40	33	27	4.15																					
5. Library.....		443	143	181	119																						
			32	41	27	1.63																					
6. Educ. guid. and control.....		393	152	146	95																						
			39	37	24	4.59																					
7. Personal student relations.....		382	132	143	107																						
			35	38	27	2.40																					
8. Athletics.....		359	121	137	101																						
			34	38	28	1.74																					
9. Vocation.....		316	111	113	92																						
			36	36	28	2.16																					

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TABLE IV (b)
DISTRIBUTION OF THE ADJUSTMENT PROBLEMS OF SEVENTY-THREE COLLEGE FRESHMEN BY AREAS
OF EXPERIENCE ON THE BASIS OF THREE TESTS (See Table III)

AREA OF ADJUSTMENT PROBLEMS	AMERICAN COUNCIL EDUCATION TEST				D/σD				THURSTONE PERSONALITY SCHEDULE				D/σD				SIM'S SOCIO-ECONOMIC STATUS (FORM C)				D/σD			
	1-2 3 4-5								1-2 3 4-5								1-2 3 4-5							
TOTAL PROBLEMS																								
GROUPS																								
10. Rooming.....	286	89	103	94					84	90	112						104	106	76					
		31	36	33					30	31	39						36	37	27					
11. Vol. cult. and amuse. activities...	261	89	105	67					78	83	100						100	79	82					
		35	40	25					30	32	38						39	30	31					
12. Other colleges, races, cliques, etc.....	257	95	90	72					64	75	118						97	59	101					
		38	35	27					25	29	46						38	23	39					
13. Parental.....	243	89	93	61					83	73	87						83	83	77					
		37	38	25					34	30	36						34	34	32					
14. Health: Physical and mental.....	199	64	74	61					66	45	88						98	47	54					
		32	37	31					33	23	44						49	24	27					
15. Relation with teach. outside of class....	157	64	56	37					56	47	54						64	54	39					
		41	36	23					36	30	34						41	34	25					
16. Boarding.....	149	53	64	32					43	51	55						59	49	41					
		36	43	21					29	34	37						40	33	27					
17. Special ability.....	98	38	36	24					28	37	33						37	14	47					
		39	37	24					28	38	34						38	14	48					
18. Administration.....	53	13	24	16					10	17	26						19	17	17					
		25	45	30					19	32	49						36	32	32					
19. Dept., pre-prof. and interest groups...	29	12	9	8					12	6	11						12	9	8					
		41	31	28					41	21	38						41	31	28					
Grand Total.....	5959	No....2055	2248	1656					1896	1627	2436						2304	1951	1704					
		σD....	35	38	27				31	23	41						39	33	23					

TABLE V

ORDER OF THE AREAS OF EXPERIENCE IN WHICH LOW SCORES (ON THREE TESTS) WERE OPERATING WITH GREATEST SIGNIFICANCE. (See Tables IV (a) and (b).)

INTELLIGENCE (ACE)			NEUROTIC TENDENCY (TPS)			SOCIO-ECONOMIC STATUS (SSES)		
AREA	TOTAL	D/ σ D	AREA	TOTAL	D/ σ D	AREA	TOTAL	D/ σ D
1. Ed. guid. and con. . .	393	4.59	1. Library*	443	5.36	1. Economic*	446	12.03
2. Economic.	446	4.15	2. Teachers	468	5.18	2. Edu. guid. and con. .	393	6.27
3. Rel. with teachers outside of class. . .	157	3.48	3. Other colleges, races, cliques, etc.	257	5.10	3. Health: Physical and mental.	199	4.64
4. Boarding**	149	2.91	4. Per. student relations	382	4.36	4. Religion	706	4.08
5. Parental relations. .	243	2.88	5. Religion	706	3.94	5. Library	443	3.51
6. Other colleges, races, cliques, etc.	257	2.68	6. Administration. . . .	53	3.44	6. Vocation.	316	3.23
7. Vol. cul. and amuse. act.	261	2.51	7. Courses**	714	2.37	7. Rel. with teachers outside of class. . . .	157	3.06
8. Per. stu. relations. .	382	2.40	8. Health: Physical and mental.	199	2.27	8. Boarding**	149	2.40
9. Teachers	468	2.36	9. Rooming	286	2.27	9. Rooming	286	2.32
10. Special ability	98	2.29	10. Edu. guid. and con. .	393	2.03	10. Teachers.	468	2.31
11. Vocation.	316	2.16	11. Vol. cul. and amuse. act. ***	261	1.94	11. Vol. cul. and amuse- ment act. ***	261	1.92
12. Athletics ***	359	1.74	12. Boarding	149	1.47	12. Courses	714	1.63
13. Library	443	1.63	13. Athletics	359	1.37	13. Athletics	359	1.41
14. Dept. pre-prof. and interest groups	29	1.05	14. Economic	446	1.22	14. Dept. pre-prof. and interest groups	29	1.05
15. Courses	714	.82	15. Special ability	98	.91	15. Parental relations. .	243	.47
16. Religion	706	.81	16. Vocation.	316	.78	16. Administration. . .	53	.44
17. Health: Physical and mental.	199	.21	17. Parental relations. .	243	.46	17. Other colleges, races, cliques, etc.	257	— .23
18. Rooming	286	— .51	18. Dept. pre-prof. and interest groups.	29	— .23	18. Per. stu. relations .	382	— .28
19. Administration. . . .	53	— .58	19. Rel. with teachers outside of class. . . .	157	— .37	19. Special ability. . . .	98	— 1.42

* Highly significant in: Areas 1-3 on Intelligence; Areas 1-6 on Neurotic Tendency; and Areas 1-7 on Socio-Economic Status.

** Considerable significance in: Areas 4-11 on Intelligence; Areas 7-10 on Neurotic Tendency; and Areas 8-10 on Socio-Economic Status.

*** No significance where low and high scores both reported a similar number of problems.

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TABLE VI

THE SIGNIFICANCE WITH WHICH LOW SCORES (ON THREE TESTS) WERE OPERATING IN THE DISCOVERED AREAS OF EXPERIENCE

AREA	INTELLIGENCE (ACE)			NEUROTIC TENDENCY (TPS)			SOCIO-ECO- NOMIC STATUS (SSES)		
	High	Some	None*	High	Some	None*	High	Some	None*
<i>Academic and Vocational Problems</i>									
Courses.....			X		X				X
Teachers.....		X		X				X	
Library.....			X	X			X		
Edu. guid. and control....	X				X		X		
Vocation.....		X				X	X		
<i>Primary Living Conditions</i>									
Health.....			X		X		X		
Rooming.....			X		X			X	
Boarding.....		X				X		X	
Economic.....	X					X	X		
Parental.....		X				X			X
<i>Social Relations and* Special Interest Activities</i>									
Personal student relations.		X		X					X
Relation with teachers outside of class.....	X					X	X		
Voluntary cultural and amusement activities...		X				X			X
Other colleges, races, cliques, etc.		X		X					X
Special ability groups.....		X				X			X
Dept. pre-prof. and interest groups.....			X			X			X
<i>Problems Related to Administrative Policies</i>									
Athletics.....			X			X			X
Relations with the administration.....			X	X					X
<i>Problems Involving Religion</i>									
Religion			X	X			X		

*This also means that low and high scores reported problems with similar frequency and that other factors were operating.

AREAS IN WHICH TWO FUNCTIONS WERE NOT OPERATING WITH SIGNIFICANCE

An examination of accompanying Tables V and VI reveals significant aspects of this study. In five of the nineteen discovered areas of difficulty, two factors, discovered by appropriate tests, were not operating with significance:

1. In *courses*, intelligence and socio-economic were not operating. Neurotic tendency has some significance.

2. In *parental relationships*, neurotic tendency and socio-economic status were not operating; and low intelligence only with some significance.

3. In *voluntary cultural, social, and amusement activities*, neurotic tendency and socio-economic status were not operating; and intelligence with some significance.

4. Likewise, in the area of *special ability groups*, neurotic tendency and socio-economic status were not operating; and intelligence with some significance.

5. In *administrative relationships*, intelligence and socio-economic status were not operating with significance; but neurotic tendency had high significance.

AREAS IN WHICH THREE FUNCTIONS WERE NOT OPERATING WITH SIGNIFICANCE

Significant as are the above findings with respect to two functions not operating with significance in five areas of difficulty, the present study further discloses that there were two areas in which three functions were not operating.

In the area of *athletics*, and *departmental, pre-professional and interest* groups, neither intelligence, nor neurotic tendency, nor socio-economic status were operating with significance. As indicated above, other factors were at

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

work in the five above areas and would be all the more true of these two areas. Naturally further diagnostic procedures would be needed to disclose the nature of these causes. Harris,⁴ in a study of 456 freshmen at City College, New York, found the following factors were associated with the receiving of lower grades than would be expected from the Alpha test. The list of factors other than intelligence is:

Non-conformity in religious and other fields; coming to college for prestige rather than knowledge; having literary inclinations; doing comparatively well in English and the social sciences; doing comparatively poorly in mathematics, sciences, and languages other than English; preference for English, art, and physical training in high school; dislike for mathematics, sciences, and modern foreign languages in high school; northwestern rather than southeastern European origin, among non-Jews; coming from the local preparatory school; not studying sufficiently; feeling that one is handicapped; extra-curricular activity in addition to doing considerable outside work for self-support.

AREAS IN WHICH TWO FACTORS WERE OPERATING WITH HIGH SIGNIFICANCE

The present study also points out (Table VI) that there were five areas of difficulty in which at least two factors were operating with high significance.

1. In the use of the *library*, low neurotic tendency and low socio-economic status were operating with high significance. But not so with low intelligence, for poor and high-rate students reported about the same number of problems.

2. In the area on *educational guidance and control*, low

⁴ Daniel Harris, *The Relation to College Grades of Some Factors Other Than Intelligence*. Archives of Psychology, No. 131, Lehigh University, New York. 1931.

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intelligence and low socio-economic status were functioning with high significance; and neurotic tendency with some significance.

3. The *economic* area revealed the factors of intelligence and socio-economic status functioning highly; and on neurotic tendency, low as well as high-rated students reported a similar number of problems.

4. Again, in the area on *relation with teachers outside of class*, intelligence and socio-economic status were functioning very definitely; but neurotic tendency was not because low and high-rate students reported an equal number of problems.

5. In the *religion* area, neurotic tendency and socio-economic status were functioning with high significance; but on intelligence the poor students reported only 2% more problems than did the brighter ones.

RELATIVE FUNCTIONING SIGNIFICANCE OF THREE FACTORS

An examination of Table V with respect to the first section on areas on each test, or the first vertical column on each test in Table VI, reveals that *low socio-economic status functioned with high significance in 7 of the 19 discovered areas of difficulty; neurotic tendency functioned with high significance in 6 of the discovered areas; and low intelligence functioned with high significance in but 3 of the discovered 19 areas.* Thus the consecutive functioning with high significance of the above stated factors is the ratio 7:6:3. This high significance of the socio-economic factor found among college freshmen is similar to what Hartshorne and May found to be very important among children of the public school grades.⁵

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

Table V points out that in the first group of areas intelligence was operating with high significance in only one area, *educational guidance and control*; while in this same group of areas, the socio-economic factor was operating with high significance in the same area plus use of *library* and *vocation*. This is an interesting comment on the educational procedure when this group of areas reveals that in *courses* and use of the *library*, low and high-rate students on intelligence reported about the same number of problems.

^c Hugh Hartshorne and Mark May, *Studies in Service and Self-Control*, pp. 172, 396. New York: Macmillan Company, 1929.

Hugh Hartshorne and Mark May, *Studies in the Organization of Character*, p. 339. New York: Macmillan Company, 1930.

CHAPTER IV



IMPLICATIONS AND CONCLUSIONS

INTRODUCTORY STATEMENT

THE PRIMARY PURPOSE OF THIS STUDY WAS TO DISCOVER ONLY those areas of freshman experience in which the students found difficulty in making adjustment to procedures in a church college of approximately 500 students. The study revealed that there were 19 such areas of experience. At the outset it was stated that these areas of experience would be considered primary to any organization or classification of them as has commonly been done in educational procedures. While space is devoted to findings in each of these freshmen areas of difficulty for purposes of treatment, some sort of general grouping became necessary. In the treatment of each area within the appropriate chapter, the most significant findings were pointed out. The purpose of this chapter, then, becomes that of presenting basic implications and conclusions which seem to undergird these adjustment problems which were reported by the freshmen.

IMPLICATIONS AND CONCLUSIONS

1. *Each student considers his own problems as being so unique and primarily significant that his perspective of the entire college situation is colored by them.* Pre-eminently above everything that can be inferred from this study is the

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

significance that each student attaches to his own adjustment problems. Some of his difficulties may mean but a temporary disappointment, but in many cases they take on serious proportions. One hardly knows where to begin in choosing from the many reported situations that crowd in for illustration at this point. Many freshmen had parental difficulties. What happened at home meant much to them. Many were doing outside work for remuneration. Thus limitations or difficulties, as the particular case may be, were distinctly personal situations where an individual faced problems relating to parents, to certain classes, certain teachers, in brief, situations which were peculiar to him. Perhaps the best illustration of this point is the reaction given by the freshmen at the close of the study, many of them written and some expressed:

The greatest thing I got out of this study in locating my problems was that I discovered that others had problems too, and some of them just like mine. Heretofore, I worried about my own difficulties, hesitating to have a frank talk with anyone concerning them. But finding that others have similar problems, and that I am not the only one that has problems, has been very reassuring to me. This helps me to make adjustment and gives me a different outlook for the present and the future.

Many instances might be given to indicate the improvement in student progress after the individual problem was isolated and cared for. A second and more thorough physical examination, supplemented by remedial exercises, raised a student's rating in class work as well as gave the student a more happy attitude toward her situation in the college. Another began to enjoy her work when an adviser talked to an instructor that did not understand her

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difficulties. Naturally new hope and determination came to the student as he faced possible future alternatives that loomed in the horizon beyond his former encompassing difficulty.

2. *The Distribution of the Adjustment Problems.*

Miller¹ and Knode,² in their studies, have pointed out some of the problems that freshmen face, but most of their emphasis is upon the content of college courses as they discovered them in various colleges for freshmen to study and particularly during Freshman Week. A more recent study by Robison³ gives six major topics presented in orientation courses with greatest frequency in 56 educational institutions: adjustment to college life (56); intellectual adjustments (56); social adjustment (56); vocational adjustment (39); health (47); and religion (28).

The present study reveals (Tables IV (a) and IV (b) that: use of the library, personal student relations, parental relations, athletics, rooming and boarding conditions, voluntary cultural and amusement activities, diagnosis of physical and mental health, healthy and stimulating contacts with their teachers, relation to the administration, etc., practically all the freshmen situations in the total distribution, call for careful consideration and understanding if freshmen are to become truly educated in a college.

3. *A Distinct Dissatisfaction with the Social Relationships of the College.*

Dissatisfaction with the social relations of the college was revealed in several areas of difficulty. Personal student

¹ J. C. Miller, *op. cit.*, p. 18.

² J. C. Knode, *op. cit.*, p. 18.

³ Sallie E. Robison, "An Analysis of the Content of Orientation Courses for Freshmen in American Colleges and Universities," p. 56. Unpublished Master's thesis, University of Chicago, 1931.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

relations revealed a frequency of 382 problems in which the freshmen indicated a desire to mingle with other students, especially with the opposite sex. It was also very difficult to make friendships on the campus (76).

Again, the area on voluntary cultural and amusement activities revealed a frequency of 261 problems; 57 wanted to dance or questioned the ethics of this form of amusement. College socials were considered distinctly inadequate (148). The lack of provision in the town for motion pictures or plays was reported (42).

The desire to relate themselves to other colleges, races, townspeople had a frequency of 257 problems. In this area, cliques were pointed out as pernicious. A number keenly felt the loss of high-school friendships. In various connections, dissatisfaction at not being able to meet upperclassmen was registered. It would seem very definite that these freshmen desire wider social relationships than the college at present affords.

4. These Freshmen Expected Personal, Kindly Attention, and Understanding Counsel.

The freshmen were rather frank in reporting what they considered to be difficulties with their teachers and administrators. In the area on courses with a frequency of 714 problems, a large number of their problems centered around inadequate teaching technique in failing to relate the subject matter of the course to the students in a personal way.

In the area on educational guidance and control, with a frequency of 393 problems, there were 105 problems of educational guidance, the remainder of which centered about Freshman Week. The area on teachers, with a frequency of 468 problems, was still more related to our immediate consideration. The section on conferences with teachers,

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with a frequency of 88, is so pointed that no further comment is necessary. A number of the students recommended that conference periods be arranged by their instructors so that the sincere motives of the student in seeking a conference might not be construed as seeking a better grade, or trying to get on the good side of the professor.

Relations with teachers outside of class, with a frequency of 157, is also very specific, getting at the heart of this problem of the personal relationships of student and teacher.

Relations with the administration likewise bear directly on our implication here. The desire to become acquainted with the townspeople had a frequency of 117. The above data is so positive that the administration would do well to consider this fourth implication as second only to the first.

5. The Freshmen and Their Religion.

According to the religion area, the adjustment problems had the following frequencies: the church, 58; church Sunday school, 108; chapel, 286; religious perplexities, 177; young people's society, 22; Y. M. C. A., 39; Y. W. C. A., 16; making a total of 706 problems second in frequency to courses, with 714.

A summary paragraph prefaces the introduction to our concluding word on religion:

... with the Sunday school class situation at a low ebb; with the Y. W. C. A. not meeting the need of the freshmen girls; with the apparent need for a Sunday evening young people's meeting of some kind; with the expressed desire for opportunity for discussion and expression of their problems; it would seem that the basic perplexities relative to religion could be considered in the planning and prosecution of the study.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

Perhaps if some of the problems discovered in this study could be carefully considered in the Sunday church school and chapel, more interest would be shown. With the strongly indicated attitude favorable to the church and to God, it would seem that considerable freedom should be given the students in working out plans in co-operation with the faculty.

It should be made positively clear that students are privileged to attend either church of the college denomination. This would eliminate an unnecessary conflict in the minds of a number.

One campus difficulty requires especial thought and study for its solution. A religious problem of an intense nature under the general title, college snobbishness and cliques, appeared this way in the check-list: vital co-operation in some instances cannot be had because of this inevitable gulf between the religious and athletic groups. Likewise freshmen descriptions of this difficulty as well as of religious snobbishness (holier than thou attitudes) are given.

It would seem that in this church college where an intensely devotional emphasis permeates the religious program, adequate provision should be made for reaching those students who by training are unprepared for this intense religious emphasis.

Thus a broadening of the religious curriculum might include more student discussion. The chapel programs when directed by students instead of the formal procedure of Scripture and a devotional message (an abbreviated sermon), could use the better students of the athletes and other student groups in presenting basic virtues and ideals of wider college student relationships.

In conclusion, *more commonplace practice of religion,*

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with less emphasis upon the intensely devotional aspects, and perhaps a lessening of the pressure of going into Christian work as a vocation, would probably bring others into a recognized relationship with the Christian religion who now feel unrelated to the intensely religious emphasis of the campus. The tests revealed a positive religious attitude toward the church and toward God. If the above conclusions were carried out, many of the freshmen who now consider themselves outside the present campus program of religion would become interested in the larger program.

6. *Need for Locating Causative Factors.*

Table V reveals that intelligence was not functioning with significance in areas 12 to 19; neurotic tendency was not functioning in areas 11 to 19; and socio-economic status was not functioning in areas 11 to 19. This means that students of low and high rating on the three tests reported problems with similar frequency. It means also that other causes were at work which this study (on the basis of three tests) did not disclose.

As pointed out (Ch. III), the following five areas had two functions not operating with significance: courses; parental relationships; voluntary cultural and amusement activities; special ability groups; and administrative relationships. In the area of athletics and in departmental, pre-professional, and interest groups, none of the three functions were operating (see Table VI, page 86, column three of each test).

The above facts point to a very positive responsibility in discovering what are the causes back of the difficulties in half of the discovered areas of difficulty. As Drake,⁴ in his

⁴ C. A. Drake, *Forecasting Freshman Success in College*, p. 51. New York: Bureau of Publications, Teachers College, Columbia University, No. 504, 1931.

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five-year study of freshmen, suggests, other factors than intelligence condition the achievement of college grades. Our study indicates that other factors beyond intelligence, neurotic tendency, and socio-economic status were at work.

7. The Nature and Distribution of the Adjustment Problems Suggest the Need for New Academic Procedures.

The area on courses reveals that low intelligence was not functioning with significance; that students of low and high rating reported problems with a similar frequency; that the same is true for socio-economic status but that neurotic tendency was definitely at work ($D/\sigma D$ 2.37).

Likewise with respect to teachers low intelligence and low socio-economic status had some significance, but neurotic tendency again was functioning with high significance. It would seem that where intelligence is not a criterion in the selection of freshmen for entrance to the college, low intelligence should function with higher significance. The claim cannot be made that such personal attention is given each student that low and high-rate students on intelligence, for example, report difficulties in areas on courses and teachers with similar frequencies. The facts disprove this. Neurotic tendency (marked concern) was so positively at work in those two areas that no claim can be made for satisfying adjustment; and secondly, implication number 4 in this chapter pointed out very definitely that the freshmen expected personal, kindly attention and understanding counsel from their teachers.

With the primary academic difficulties not being related to low intelligence but definitely conditioned by high neurotic tendency and low socio-economic status, the need for certain new academic functions is apparent.

8. New Procedures Needed in Student Diagnosis.

IMPLICATIONS AND CONCLUSIONS

The nature and distribution of the adjustment problems call for new procedures in which students, individually and collectively, will receive adequate diagnosis and consideration of their interests and needs.

The spread of the adjustment problems again indicates that all of them cannot be treated by the director of the classroom or by certain administrators. It suggests a staff that can deal adequately with physical and mental health; social relations, including cultural, recreational, and amusement activities; rooming and boarding conditions, etc.; the treatment of points of friction by a student body and a faculty which plan, initiate, and distribute functions for carrying out such considerations as involve students. In short, the total life of students, individually and collectively, should be considered vital to an adequate total curriculum in the church college.

9. Marginal Problems Which Need Further Study.

(1) An examination of Table V reveals that low intelligence was not operating in areas 12 to 19; high neurotic tendency was not operating in areas 11 to 19; and low socio-economic status was not operating in areas 11 to 19. Causative factors for adjustment problems in these areas need discovery which are beyond the scope of this study (see number 6 in this chapter).

(2) The intense friction between a so-called athletic group and the Y. M. C. A. needs a very careful investigation beyond what this freshmen study is able to disclose. The freshmen merely know that a definite conflict is on.

(3) In the area on courses (714 problems) the students of low intelligence reported only 2% more problems than those of high rating; neurotic tendency was functioning with high significance ($D/\sigma D$ 2.37); and socio-economic status

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

with no significance. Other factors not disclosed by this study must be at work.

(4) There was so much definite dissatisfaction with the social program of the college that a study of the home training of a sampling of the school in comparison with their present desires would be significant. The whole cultural, aesthetic, social, and amusement situation of the small church college needs careful study.

CHAPTER V



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CHAPTER VI



CHECK-LIST OF YOUNG PEOPLE'S ADJUSTMENT PROBLEMS

AN INSTRUMENT FOR UNCOVERING OR LOCATING
THE ADJUSTMENT PROBLEMS OF YOUNG PEOPLE

HOW THIS CHECK-LIST WAS DEVELOPED

SEVENTY-THREE YOUNG PEOPLE (FRESHMEN IN A COLLEGE OF 500 students) made a careful study of their adjustment problems. This co-operative investigation resulted in a list of some 400 different problems, and a grand total of 5,959 problems reported by one-half the class. These problems, which were distributed among 19 different areas of experience, are recorded in the form of a *Check-List*, dealing with such types of problems as:

Vocation
Religion
Amusements

Relations with Parents
Courses, Teachers
Personal Relations of
Young People, etc.

In short, the problems of these young people deal with their life-situations as they were facing them. While some of these problems will relate a little more specifically to college students, other young people will find some of their problems listed here. Other young people will use this check-list by way of suggesting their problems not previously recognized.

HOW TO USE THIS CHECK-LIST

As you study this list of problems, keep in mind that not all of your problems are listed; nor are any or all of these problems yours or those of anyone else. But as you read over the list very carefully you will think of difficulties you face, and some may occur to you that you may never have thought of before. So read over each problem carefully and check the one or ones that you think are yours. If others occur to you, write them on the blank line at the end of the appropriate paragraph and check the blank opposite it.

For example: Jim found his roommate made a great deal of noise, so he checked his problem in this way:

 ✓ 1.1 Makes a great deal of noise.

Proceed in the same way down the list, taking time to re-read and rethink your entire situation in the light of the area of difficulty before you, realizing that those young people get along best in life who face the issues of life as they arise.

HOW TO USE THE CHECKED PROBLEMS IN PREPARATION FOR A DISCUSSION, STUDENT CONFERENCE, OR YOUNG PEOPLE'S SESSION

1. On the reverse side of the appropriate page describe briefly your two most disturbing problems in each area.
2. Turn back to the "Table of Contents" at the beginning of the book, and discover the pages where the various problems are reported as to frequency of occurrence, and the student descriptions of their problems. Then compare these descriptions with your own.

CHECK-LIST OF YOUNG PEOPLE'S ADJUSTMENT PROBLEMS

I. COURSES

I like my courses best in accordance with the following order: (1) _____; (2) _____; (3) _____; (4) _____ (5) _____

I have my greatest difficulties with my courses in this order: (1) _____; (2) _____; (3) _____; (4) _____; (5) _____.

1. DIFFICULTIES WITH RESPECT TO CONCENTRATION

- _____ 1.1 Fatigue interferes with concentration.
- _____ 1.2 Difficulty in getting down to work.
- _____ 1.3 Study by moods rather than by schedule.
- _____
- _____

2. OTHER STUDY DIFFICULTIES

- _____ 2.1 Cannot take notes rapidly or intelligibly.
- _____ 2.2 My notes are not adequate in preparation for examinations.
- _____ 2.3 Difficulty in picking out the main points in reading assignments.
- _____ 2.4 Too many things to do in addition to study.
- _____
- _____

3. ENGLISH

- _____ 3.1 Too many themes.
- _____ 3.2 Too much library work.
- _____ 3.3 Difficult to know what to get out of an essay.
- _____ 3.4 Themes are not based on my interests.
- _____ 3.5 Themes are not related to subject-matter in other courses.
- _____ 3.6 Some English teachers grade too high in comparison with others.
- _____
- _____

4. GEOLOGY

- _____ 4.1 Explanations meager and not clear.
- _____
- _____

5. BIBLE

- _____ 5.1 Much more time spent in preparation than in other courses.
- _____ 5.2 Not enough reference books in library.
- _____ 5.3 Assignments too long and not clear or definite.
- _____
- _____

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

6. LANGUAGE COURSES

- _____ 6.1 Classes are too large.
- _____ 6.2 Subject-matter uninteresting.
- _____ 6.3 Assignments are too long.
- _____ 6.4 Parts of assignment not covered in class are never referred to.
- _____ 6.5 Insufficient opportunity for the slow student.
- _____ 6.6 Too much to translate.
- _____ 6.7 Each book has a different vocabulary.
- _____
- _____

7. MATHEMATICS

- _____ 7.1 Inadequate previous preparation.
- _____ 7.2 Explanation in class not clear.
- _____ 7.3 Lengthy and unequal assignments.
- _____
- _____

8. CHEMISTRY

- _____ 8.1 Spend too much time in comparison with other courses.
- _____
- _____

9. OTHER SCIENCES

- _____ 9.1 Previous preparation inadequate.
- _____ 9.2 Inadequate explanation in class.
- _____ 9.3 Too many laboratory periods used as class periods.
- _____ 9.4 Irregular amount of daily class hours.
- _____
- _____

10. HISTORY

- _____ 10.1 Too much emphasis upon final examination.
- _____ 10.2 Difficult to know what to review for final examination.
- _____ 10.3 Classes too large.
- _____ 10.4 Reading reports provide too much opportunity for dishonesty.
- _____ 10.5 Too little opportunity to recite.
- _____
- _____

11. PERSONAL HYGIENE

- _____ 11.1 Must practically memorize entire book.
- _____ 11.2 Too much emphasis upon minor points.
- _____ 11.3 Course of no value.
- _____
- _____

CHECK-LIST OF YOUNG PEOPLE'S ADJUSTMENT PROBLEMS

12. COMMERCE

- _____ 12.1 Takes too much time.

13. SCIENCE LABORATORY

- _____ 13.1 Takes too much time.
_____ 13.2 Interferes with practice for athletic teams.
_____ 13.3 Lighting and ventilation inadequate.
_____ 13.4 Late comers cause disturbance.
_____ 13.5 Unsatisfactory grading by assistants.
_____ 13.6 Artistic drawings given more credit than accurate report of
experiment.
_____ 13.7 Breakage of equipment is disturbing.
_____ 13.8 Assignments are much longer than in other courses.
_____ 13.9 Unsuccessful experiments prove discouraging.

II. ORGANIZED RELIGION

1. CHURCH

- _____ 1.1 It was difficult to choose a church.
_____ 1.2 Preaching not adapted to college youth at the church I at-
tend.
_____ 1.3 Church I selected gives little emphasis to young people's work.
_____ 1.4 Choir membership determined choice of church for me.
_____ 1.5 My church loyalty is questioned because I attend church of
another denomination.
_____ 1.6 I have not been able to get into any church activity.

2. SUNDAY CHURCH SCHOOL

- _____ 2.1 I do not attend.
_____ 2.2 I do not feel at home at the Sunday school I attend.
_____ 2.3 I hesitate to participate in class discussion.
_____ 2.4 The teacher talks the entire time, leaving little place for
discussion.
_____ 2.5 The teaching is very inefficient.
_____ 2.6 The class has no week-day or related activities.
_____ 2.7 I miss a Sunday school class where our questions and problems
are considered.
_____ 2.8 Lectures or topics do not appeal to me.
_____ 2.9 There was no plan beyond mere announcement to interest
freshmen at beginning of year.
_____ 2.10 I was not invited to attend Sunday school.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

3. CHAPEL—SPEECHES

- _____ 3.1 Too much lecturing.
- _____ 3.2 Many speeches are not adapted to interests and religious needs of students.
- _____ 3.3 Too brief time for special speakers.
- _____ 3.4 Too much noise during chapel speeches.
- _____
- _____

CHAPEL—HYMNS

- _____ 3.5 Few appropriate songs.
- _____ 3.6 No new hymns are learned.
- _____ 3.7 Little place given to orchestra.
- _____ 3.8 Students should be given more opportunity to take part.
- _____ 3.9 New hymn books are needed.
- _____ 3.10 The organist plays too loudly.
- _____
- _____

CHAPEL—DENOMINATIONAL PREJUDICE

- _____ 3.11 I am embarrassed by belonging to a church of different faith.
- _____
- _____

4. YOUNG PEOPLE'S SOCIETY

- _____ 4.1 I miss a young people's meeting early Sunday evening.
- _____ 4.2 Lack of enthusiasm for young people's work here.
- _____
- _____

5. COLLEGE Y. M. C. A.

- _____ 5.1 A few students monopolize the activities of the Y. M. C. A.
- _____ 5.2 Program does not appeal to all types of students.
- _____
- _____

6. COLLEGE Y. W. C. A.

- _____ 6.1 Does not create interest among women on the campus.
- _____ 6.2 Does not reach all freshmen girls because program is not adapted.
- _____
- _____

7. RELIGIOUS PERPLEXITIES

- _____ 7.1 Why go to church on Sunday when chapel attendance is required five times weekly?
- _____ 7.2 Why go to church Sunday evening in addition to Sunday morning attendance?

CHECK-LIST OF YOUNG PEOPLE'S ADJUSTMENT PROBLEMS

- _____ 7.3 Some go to church as a sense of duty rather than for spiritual benefit.
- _____ 7.4 I am concerned over losing my previous religion.
- _____ 7.5 To readjust my old beliefs to a new environment is disturbing.
- _____ 7.6 To readjust my new beliefs to an old environment is disturbing.
- _____ 7.7 The conflict between "science and religion" disturbs me.
- _____ 7.8 The assigned essay in English on "science and religion" disturbed me.
- _____ 7.9 "Higher criticism" destroys my faith because I do not understand it.
- _____ 7.10 Difficulty in maintaining religious beliefs when so many are shamming as Christians.
- _____ 7.11 I study on Sunday.
- _____ 7.12 Why can't we rest on Sunday by playing tennis?
- _____ 7.13 Little opportunity given for expression of religious views or experience.
- _____ 7.14 I am shunned in my social contacts because I belong to a different religious faith.
- _____
- _____

III. TEACHERS

1. ASSIGNMENTS

- _____ 1.1 Indefinite or not clear.
- _____ 1.2 Too long.
- _____ 1.3 Unequal assignments given by the same teacher.
- _____ 1.4 Unequal assignments given by different teachers.
- _____ 1.5 Assignments never called for later.
- _____ 1.6 Little or no reference to assignments to be prepared in library.
- _____
- _____

2. AMOUNT OF WORK EXPECTED

- _____ 2.1 Too little work expected during the semester.
- _____ 2.2 Amount of work expected in other courses not considered.
- _____
- _____

3. TEACHING PROCEDURES

- _____ 3.1 Requirements of the course not clear.
- _____ 3.2 Courses poorly organized.
- _____ 3.3 Inability of the teacher to explain.
- _____ 3.4 Favoritism shown to majors in the department.
- _____ 3.5 Favoritism shown to upperclassmen.
- _____
- _____

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

4. GRADES AND EXAMINATIONS

- _____ 4.1 Final examinations determine too much of the final grade.
- _____ 4.2 No guidance on preparation for forthcoming examinations.
- _____ 4.3 Unfair ranking or grading.
- _____ 4.4 Some teachers' standards are too high.
- _____
- _____

IV. ECONOMIC AREA

My parents pay the following part of my expenses: None _____;
part _____; all _____.

I work _____ hours each week, doing _____ as the primary form of work. (Students living at home should give hours spent on work there.)

By the end of this year I will have borrowed approximately: \$50 _____;
\$75 _____; \$100 _____; \$125 _____; \$150 _____; \$175 _____; \$200 _____;
_____.

1. DISCOVERING REMUNERATIVE WORK

- _____ 1.1 Difficulty in finding work.
- _____ 1.2 Concern over securing summer work.
- _____ 1.3 No dependable source of information on work.
- _____ 1.4 Y. M. C. A. has done little to help students find work.
- _____ 1.5 Work for room and board is scarce.
- _____ 1.6 Athletes are given most of the available work.
- _____
- _____

2. RELATION TO PERSONAL HEALTH

- _____ 2.1 My work gives me too little exercise.
- _____ 2.2 My work prevents me from getting enough sleep.
- _____ 2.3 I work under conditions detrimental to my health.
- _____
- _____

3. RELATION OF REMUNERATIVE WORK TO SOCIAL, CULTURAL, AND RECREATIONAL PRIVILEGES

- _____ 3.1 Time and nature of work prevents attendance at college social functions.
- _____ 3.2 Leaves no time for dating.
- _____ 3.3 Have no money to attend entertainments and shows.
- _____ 3.4 No money to buy quality of clothes I had in high school.

CHECK-LIST OF YOUNG PEOPLE'S ADJUSTMENT PROBLEMS

- _____ 3.5 Keeps me out of extra-curriculum activities.
- _____ 3.6 Compels me to miss many athletic games and meets.
- _____
- _____

4. RELATION OF REMUNERATIVE WORK TO SCHOOL PROGRESS

- _____ 4.1 Work is too irregular for an effective study program.
- _____ 4.2 Do not have enough time left for study.
- _____ 4.3 Leaves one too tired for study.
- _____ 4.4 Makes it difficult to arrange a schedule of courses.
- _____ 4.5 Am unable to attend special class assignments, such as botany,
public speaking, etc.
- _____
- _____

5. PERPLEXING ECONOMIC QUESTIONS

- _____ 5.1 Is it wise to do remunerative work and go to school at the
same time?
- _____ 5.2 Through what dependable source can outside work be secured?
- _____ 5.3 Is it wise to borrow money in order to secure a college educa-
tion?
- _____ 5.4 When not necessary is it advisable to earn part or all of one's
college expenses?
- _____ 5.5 Is it better to earn one's way while in school, or leave, secure
work, and return later?
- _____ 5.6 Chumming with those who have more spending money than I
is embarrassing to me.
- _____ 5.7 Having a roommate who can afford better clothes is disturb-
ing to me.
- _____ 5.8 Why are ministers' children given a reduction in tuition
when others are in greater need?
- _____ 5.9 Why are prices at college bookstore higher than at the town
stores?
- _____ 5.10 How can one budget an irregular income?
- _____
- _____

V. USE OF THE LIBRARY

1. DISTURBANCES CAUSED BY STUDENTS

- _____ 1.1 Whispering.
- _____ 1.2 Ask too questions of other students.
- _____ 1.3 Ask too many questions at desk.
- _____ 1.4 Noise upon entering library.
- _____ 1.5 Noise upon leaving library.
- _____ 1.6 Time spent noticing clothes of others.
- _____ 1.7 Time spent noticing opposite sex.
- _____ 1.8 "Library daters" are noisy.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

- _____ 1.9 Noise made from studying together and copying reports.
- _____ 1.10 Excessive laughing and "horseplay."
- _____ 1.11 Floor too noisy.
- _____
- _____

2. DIFFICULTIES IN FINDING BOOKS AND MAGAZINES

- _____ 2.1 Time spent searching for missing collateral books.
- _____ 2.2 More than one book monopolized by one student.
- _____ 2.3 Assigned books not placed on reserve.
- _____ 2.4 Not enough collateral books for needs of class.
- _____ 2.5 Books and magazines not in library.
- _____
- _____

3. NEED FOR NIGHT STUDY HOURS FOR FRESHMEN

- _____ 3.1 Cannot get all my collateral reading done.
- _____ 3.2 It is not possible to read magazines in the daytime.
- _____
- _____

VI. EDUCATIONAL GUIDANCE AND CONTROL (Including Freshman Week)

1. EDUCATIONAL GUIDANCE

- _____ 1.1 Was given the wrong advice about a course.
- _____ 1.2 Was registered in a wrong course.
- _____ 1.3 Have not been able to secure reliable counsel in planning courses.
- _____ 1.4 There is rivalry between some teachers to get us to major in their department.
- _____ 1.5 Have not been able to get a broad view of educational opportunities.
- _____ 1.6 Have been given a teacher's individual view rather than a broad "overview" of fields of knowledge.
- _____ 1.7 When an adviser knows a student's weakness why does he not try to help?
- _____ 1.8 Need more guidance in choosing courses for specific vocations.
- _____ 1.9 Girls were advised not to date upperclassmen.
- _____
- _____

2. DISCIPLINE AND CONTROL

- _____ 2.1 Dislike compulsory chapel.
- _____ 2.2 Dormitory rules are disgusting.
- _____
- _____

CHECK-LIST OF YOUNG PEOPLE'S ADJUSTMENT PROBLEMS

3. FRESHMAN WEEK—LECTURES

- _____ 3.1 Did not attend any of the lectures.
- _____ 3.2 Too many lectures covering too much ground.
- _____ 3.3 Too much information-giving not related to our immediate problems.
- _____ 3.4 Some of the lecturers seemed narrow-minded.
- _____ 3.5 Lecture advice was too general.
- _____
- _____

FRESHMAN WEEK—LIBRARY

- _____ 3.6 Presentation of library rules did not help men.
- _____ 3.7 Tour of library did not help me.
- _____
- _____

FRESHMAN WEEK—REGISTRATION

- _____ 3.8 No preparation or planning for registration.
- _____
- _____

FRESHMAN WEEK—TOUR OF CAMPUS

- _____ 3.9 Too hurried, no time to investigate the campus by one's self.
- _____
- _____

FRESHMAN WEEK—ADVICE AND COUNSEL

- _____ 3.10 Am unable to remember a thing that helped me.
- _____ 3.11 Advice was too general.
- _____ 3.12 Too much excited to accept much of the good advice.
- _____
- _____

FRESHMAN WEEK—SOCIAL CONTACTS

- _____ 3.13 Inadequate opportunity to meet instructors.
- _____ 3.14 No chance to meet upperclassmen.
- _____ 3.15 Little chance to meet other freshmen.
- _____
- _____

FRESHMAN WEEK—GENERAL

- _____ 3.16 Everything was "rushed through"; I was on the go all of the time.
- _____
- _____

VII. PERSONAL STUDENT RELATIONSHIPS

1. RELATIONSHIPS WITH THE OPPOSITE SEX

- _____ 1.1 Have not made any new friendships this year.
- _____ 1.2 Dates are not essential to happiness in college.
- _____ 1.3 Women do not seem to be interested in the men at this college.
- _____ 1.4 Dates here at college are too expensive.
- _____ 1.5 Should college students go steady?
- _____ 1.6 Some girls on the campus make undue use of their sex attraction.
- _____ 1.7 If a girl goes two or three times with the same boy, she is considered his steady.
- _____ 1.8 A girl should not lower her standards of self-respect to have dates.
- _____ 1.9 If an individual has a steady at home, is it advisable to date at college?
- _____ 1.10 Girls that go steady are alienated from other girls.
- _____ 1.11 No place to go for dates.
- _____ 1.12 Fellows expect girls to run after them.
- _____ 1.13 It is impossible to have platonic friendships here.
- _____ 1.14 We (freshmen women) are not supposed to date upperclassmen.
- _____ 1.15 Criteria for girls' "black-listed men" have inadequate foundation.
- _____ 1.16 Some girls find it difficult to decide what man to invite to their dormitory party.
- _____ 1.17 Some groups of men think disrespectfully of the girls.
- _____ 1.18 It is hard to date a foreign student for the sake of friendship.
- _____ 1.19 One is not considered friendly unless one dates.
- _____
- _____

2. MEN AND MEN RELATIONSHIPS

- _____ 2.1 Some men are jealous of the physical prowess of other men.
- _____ 2.2 A certain group of men is having a bad influence on other men.
- _____
- _____

3. WOMEN AND WOMEN RELATIONSHIPS

- _____ 3.1 Town and dormitory girls do not get acquainted.
- _____ 3.2 Groups of girls "razz" others who date men on the "black-list."
- _____ 3.3 Some girls are "cattish" in prying into the social affairs of other girls.
- _____
- _____

CHECK-LIST OF YOUNG PEOPLE'S ADJUSTMENT PROBLEMS

4. FRIENDSHIPS

- _____ 4.1 Hard to get acquainted here at college, especially with upper-classmen.
- _____ 4.2 Difficult to keep friends among two different groups of boys and girls.
- _____ 4.3 Town friendships broken because of new college connection.
- _____ 4.4 Girls who live in private homes have difficulty in making college friends.
- _____ 4.5 Unable to make friends because of outside work.
- _____ 4.6 Some men are jealous of girls' friendships and feeling of superiority.
- _____
- _____

VIII. ATHLETICS (Including Intramural Competition)

I have been on the following athletic squads this year at college: Basket ball _____; football _____; track _____; cross country _____.

I have been on the following class team or squad: Basket ball _____; football _____; track _____; volley ball _____; baseball _____.

1. GYMNASIUM EQUIPMENT

- _____ 1.1 Varsity squads monopolize the equipment.
- _____ 1.2 Very difficult to secure class equipment.
- _____ 1.3 Class teams lack uniforms.
- _____
- _____

2. GYMNASIUM CLASSES

- _____ 2.1 Twice a week is insufficient exercise.
- _____ 2.2 Girls do not have enough opportunity to learn basket ball and other new games.
- _____ 2.3 Class activity shortened by waiting for some girls to dress.
- _____
- _____

3. USE OF SWIMMING POOL

- _____ 3.1 I have never been able to play polo or water basket ball.
- _____ 3.2 Hard to get the use of the pool.
- _____
- _____

4. HANDBALL COURTS

- _____ 4.1 Courts are always in use.
- _____ 4.2 Courts unfinished, specially provision for ventilation.
- _____
- _____

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

5. TENNIS COURTS

- _____ 5.1 Varsity squads use the courts most of the time.
- _____ 5.2 Unable to play because courts are always crowded.
- _____
- _____

6. COACHING

- _____ 6.1 Athletic stars receive nearly all of the coaching attention.
- _____
- _____

7. INABILITY TO PARTICIPATE

- _____ 7.1 Out-of-town residence makes practice for a team irregular.
- _____ 7.2 Outside work makes any form of athletics impossible.
- _____ 7.3 Outside work makes any form of systematic exercise impos-
- _____ sible.
- _____
- _____

IX. VOCATIONAL CONSIDERATIONS

1. CHOICE OF COLLEGE COURSES LEADING TO VOCATIONS

- _____ 1.1 Have an interest in teaching but do not know what to major in.
- _____ 1.2 Need more guidance in making a choice of courses for certain professions.
- _____ 1.3 Being poor in a subject that is basic to my major, should I drop the course, take it over, or make a change?
- _____ 1.4 Cannot decide on a minor to go with my major.
- _____ 1.5 Seminary offers courses identical with some in college; where shall I register?
- _____ 1.6 Cannot decide whether to take general college course or pre-professional courses.
- _____ 1.7 More pre-professional courses are needed.
- _____
- _____

2. SYSTEMATIC PRESENTATION OF VOCATIONS

- _____ 2.1 Thus far nothing has been given the students on the nature of various vocations.
- _____ 2.2 Christian work is overemphasized so that one who is not planning accordingly is embarrassed.
- _____
- _____

CHECK-LIST OF YOUNG PEOPLE'S ADJUSTMENT PROBLEMS

3. PARTICULAR VOCATIONAL INTEREST

- _____ 3.1 Am inclined toward the ministry but do not see its challenge
as I did.
_____ 3.2 Am interested in dietetics but doubt the demand for teachers
in this field.
_____ 3.3 Freshmen women are being ridiculed for planning on a voca-
tion.

4. CHOICE OF A VOCATION

- _____ 4.1 Am disturbed that I have no idea of my future vocation.
_____ 4.2 Money is the important factor in making a choice.
_____ 4.3 Am perplexed because of interest in several vocations.
_____ 4.4 When should a college student make the choice?
_____ 4.5 How discover one's type of ability?
_____ 4.6 A woman has a right to plan for a career and a home.

X. ROOMING CONDITIONS

I live in town _____; at home _____; in a private family _____;
in a dormitory _____.

1. MY ROOMMATE

- _____ 1.1 Makes a great deal of noise.
_____ 1.2 Disagrees on the temperature of the room.
_____ 1.3 Is lazy.
_____ 1.4 Talks or walks in room too much.
_____ 1.5 Shirks room duties.
_____ 1.6 Keeps late hours.
_____ 1.7 Studies at hours different from mine.
_____ 1.8 Disagrees on location of furniture.
_____ 1.9 Has too many callers.
_____ 1.10 Has nothing in common with me.
_____ 1.11 No sense of privacy, uses my things, etc.

2. INADEQUATE ROOM EQUIPMENT

- _____ 2.1 Lack of table space.
_____ 2.2 Lack of chairs.
_____ 2.3 Lack of adequate lighting.
_____ 2.4 Lack of dresser space.
_____ 2.5 Lack of heat.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

3. NOISY DISCUSSIONS AND "BULL" SESSIONS

- _____ 3.1 Too many in room.
- _____ 3.2 Too many in adjoining room or house.
- _____ 3.3 Too much noise.
- _____ 3.4 Too late hours.
- _____
- _____

4. DIFFICULTIES ENCOUNTERED LIVING AT HOME

- _____ 4.1 Too much work about the house.
- _____ 4.2 Parents expect me to go to too many places with them.
- _____ 4.3 Cannot find time to attend college functions.
- _____ 4.4 No place for study.
- _____ 4.5 Interruptions by visiting friends, delivery men, etc.
- _____ 4.6 Too much noise by smaller brothers, radio, etc.
- _____ 4.7 Too distant from the college.
- _____
- _____

XI. VOLUNTARY CULTURAL, SOCIAL, AND AMUSEMENT ACTIVITIES

1. COLLEGE SOCIALS

- _____ 1.1 Little opportunity to get acquainted with other students.
- _____ 1.2 Not enough all-college socials.
- _____ 1.3 Not enough parties for classes and smaller groups.
- _____ 1.4 Those in charge of our parties do not see that all are having a good time.
- _____ 1.5 Have been unable to find others willing to help plan amusements.
- _____
- _____

2. AMUSEMENTS

- _____ 2.1 Do not understand why students cannot dance at this college.
- _____ 2.2 Am disturbed whether dancing is right or wrong.
- _____ 2.3 I feel restricted by rules in practically everything I do.
- _____
- _____

3. MOTION PICTURES

- _____ 3.1 Waste too much time and money going out of town to attend movies.
- _____ 3.2 Parents object to my attendance at movies.
- _____
- _____

CHECK-LIST OF YOUNG PEOPLE'S ADJUSTMENT PROBLEMS

4. THE THEATER

- _____ 4.1 No advice on worth-while plays.
- _____ 4.2 Why is there no theater in town?
- _____
- _____

5. COLLEGE LECTURE COURSE

- _____ 5.1 Have not enjoyed many of them.
- _____
- _____

XII. RELATION TO OTHER COLLEGES, RACES, CLIQUEs, ETC.

1. RELATION TO OTHER COLLEGES

- _____ 1.1 No social, friendly relationship with other colleges.
- _____ 1.2 When students speak of other colleges too much emphasis is
on athletics and not enough on other college values and
interests.
- _____
- _____

2. RELATION TO OTHER RACES

- _____ 2.1 It is difficult to cultivate a friendly feeling toward foreigners
on this campus.
- _____ 2.2 Negroes are forbidden to reside in this town.
- _____ 2.3 Foreigners on this campus are merely polite, not friendly.
- _____
- _____

3. RELATIONSHIP WITH TOWNSPEOPLE

- _____ 3.1 Students fail to co-operate with organizations of the commu-
nity (especially Sunday evening groups).
- _____ 3.2 Freshmen have very little in common with town young people.
- _____ 3.3 Community groups are not friendly or sociable toward col-
lege students.
- _____ 3.4 There is no method by which students may get into commu-
nity groups.
- _____ 3.5 College freshmen look down upon former high-school chums.
- _____ 3.6 It is hard to get acquainted with people in a community when
social contacts are so few.
- _____
- _____

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

4. COLLEGE SNOBBISHNESS AND CLIQUES

- _____ 4.1 A great deal of snobbishness is prevalent.
- _____ 4.2 Many college leaders supposedly of the upper social group do not talk or mingle with others from lower social status for fear of criticism by their friends.
- _____ 4.3 Groups of girls practicing for dances in the May Fete failed to co-operate in a number of ways.
- _____ 4.4 Vital co-operation in some instances cannot be had because of that inevitable gulf between religious and athletic groups.
- _____ 4.5 Students interested in socials do not co-operate.
- _____
- _____

XIII. PARENTAL RELATIONSHIPS

1. RELATIVE TO COLLEGE WORK

- _____ 1.1 Parents insisted that I come here to college.
- _____ 1.2 Parents give me too much advice concerning school.
- _____ 1.3 Disagree with my parents' satisfaction with my grades.
- _____ 1.4 Parents do not understand that I am doing my best.
- _____
- _____

2. METHODS OF CONTACT WITH PARENTS

- _____ 2.1 I am expected to write home too often.
- _____ 2.2 Parents are too busy to write me.
- _____ 2.3 Parents expect me home too often.
- _____ 2.4 Parents visit me too often.
- _____ 2.5 When parents visit me I have no way to entertain them.
- _____
- _____

3. DIFFICULTIES INVOLVING STANDARDS AND VIEWPOINTS

- _____ 3.1 Parents complain I do nothing beyond school work.
- _____ 3.2 Have much difficulty in shifting to my own choices and standards.
- _____ 3.3 Was held down so closely at home I now do things I never did before.
- _____ 3.4 Am inclined to accept the advice of professors rather than my parents.
- _____ 3.5 Disagree with parents concerning the value of a college education.
- _____ 3.6 Parents do not understand that some change in attitude and viewpoint is necessary.
- _____ 3.7 Parents do not understand that I must decide things for myself.
- _____
- _____

CHECK-LIST OF YOUNG PEOPLE'S ADJUSTMENT PROBLEMS

4. VOCATIONAL DIFFICULTIES WITH PARENTS

- _____ 4.1 Parents insist upon my taking up a certain vocation.
_____ 4.2 Parents show no interest in my choice of a vocation.

5. FINANCIAL DIFFICULTIES

- _____ 5.1 No definite allowance is given me.
_____ 5.2 Parents think I spend too much money foolishly.
_____ 5.3 Am unable to secure money from my parents.
_____ 5.4 Am inclined to be inconsiderate of my parents' financial condition.
_____ 5.5 Am unable to convince my parents that a college education means more than money value.

6. SOCIAL AND AMUSEMENT RELATIONSHIPS

- _____ 6.1 Others in the family want the car when I do.
_____ 6.2 Parents object to the amusements I go to.

7. HOMESICKNESS

- _____ 7.1 Missing my home has hindered me in my work.
_____ 7.2 Seeing others homesick makes me wonder if I appreciate my parents.

8. RELIGION

- _____ 8.1 In learning new things here at college, parents do not understand that they are not just freshmen "notions."
_____ 8.2 It is hard for me to attend church regularly here.
_____ 8.3 Was forced to attend church so much at home I now miss frequently.
_____ 8.4 Parents object that I am not in any church activity.

XIV. HEALTH: PHYSICAL AND MENTAL PROBLEMS

1. PHYSICAL

- _____ 1.1 Physical examination was inadequate.
_____ 1.2 Physical examiners do not take a vital diagnostic interest in students.

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

- _____ 1.3 My eyes have been bothering me.
- _____ 1.4 Have been ill, suffered injury, or other physical difficulties.
- _____ 1.5 Seem to need more sleep than the average student.
- _____ 1.6 Lack of appropriate exercise has hindered me in my school work.
- _____
- _____

2. MENTAL

- _____ 2.1 I worry over my studies.
- _____ 2.2 I worry over loss of sleep.
- _____ 2.3 I have been worrying over the choice of a major.
- _____ 2.4 It disturbs me that mother worries about me.
- _____ 2.5 I am too much concerned over financial problems.
- _____ 2.6 I am too much concerned over the choice of a vocation.
- _____ 2.7 Worry over what others think of me.
- _____
- _____

XV. RELATION WITH TEACHERS OUTSIDE THE CLASS

- _____ 1.1 Have met no other teachers except those in my classes.
- _____ 1.2 Have never talked with some of my teachers outside of class.
- _____ 1.3 Went to classes several weeks without knowing the name of the teacher.
- _____ 1.4 Faculty members do not try to help us get acquainted with them.
- _____ 1.5 Some teachers act friendly when passing on the street and at other times pass by without noticing me.
- _____ 1.6 Some teachers make you feel uncomfortable or embarrassed.
- _____
- _____

XVI. BOARDING CONDITIONS

I eat at: (1) own home _____; (2) private home _____; (3) dormitory _____; (4) boarding club _____; (5) restaurant _____.

1. BOARDING CLUBS

- _____ 1.1 When making a choice, there is no way of knowing if the fellows will be congenial.
- _____ 1.2 Tendency to bad manners, leaving table before majority have finished meal, etc.
- _____ 1.3 Diet is frequently unbalanced for activities as a student.
- _____ 1.4 Disagreement or break among members.
- _____ 1.5 Sunday morning breakfast plan unsatisfactory.
- _____
- _____

CHECK-LIST OF YOUNG PEOPLE'S ADJUSTMENT PROBLEMS

2. MEALS AT OWN HOME

- _____ 2.1 Poorly balanced meals for school work.
- _____ 2.2 Too much entertaining of guests at meals.
- _____ 2.3 Too much time spent in planning and serving meals.
- _____
- _____

3. MEALS AT THE DORMITORY

- _____ 3.1 Unbalanced lunches.
- _____ 3.2 Coffee not served on time at breakfast.
- _____ 3.3 Too much starch in foods.
- _____ 3.4 Not enough fresh fruits and vegetables.
- _____ 3.5 Breakfast too early on Saturdays.
- _____ 3.6 Do not get our money's worth.
- _____
- _____

4. MEALS AT A RESTAURANT OR HOTEL

- _____ 4.1 Food is too expensive.
- _____ 4.2 Tendency to eat at irregular times.
- _____ 4.3 Tendency to eat too rapidly.
- _____ 4.4 Atmosphere not socially agreeable.
- _____
- _____

XVII. SPECIAL ABILITY GROUPS

I belong to the following group or groups: Band _____; orchestra _____; dramatic club _____; varsity team _____; class team _____.

1. MUSICAL—ORATORIO

- _____ 1.1 Takes too much time each week for the greater part of the year.
- _____
- _____

MUSICAL—GLEE CLUB

- _____ 1.2 Takes too much time from school work.
- _____
- _____

MUSICAL—BAND AND ORCHESTRA

- _____ 1.3 Members are not sufficiently interested.
- _____ 1.4 Takes more time than students were given the impression it would take.
- _____
- _____

ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN

2. DRAMATICS

- _____ 2.1 Too much time spent in working up one-act plays.
- _____ 2.2 Too much time wasted at rehearsal due to late comers.
- _____ 2.3 Not enough interested in students.
- _____
- _____

3. FORENSICS

- _____ 3.1 Favoritism is shown those taking many courses in the speech department.
- _____ 3.2 Freshman-sophomore debaters receive little coaching or recognition.
- _____ 3.3 Too much time spent on forensics.
- _____
- _____

4. ATHLETIC TEAMS

- _____ 4.1 Unable to study after heavy practice.
- _____ 4.2 Cannot concentrate on studies with athletics in mind.
- _____ 4.3 Much time is spent on trips.
- _____
- _____

5. GENERAL

- _____ 5.1 Upperclassmen given preference over freshmen for positions.
- _____
- _____

XVIII. RELATIONSHIPS WITH THE ADMINISTRATION

1. PRESIDENT

2. DEAN OF THE COLLEGE

3. DEAN OF WOMEN

4. FRESHMAN FACULTY ADVISER

CHECK-LIST OF YOUNG PEOPLE'S ADJUSTMENT PROBLEMS

5. COACHES FOR MEN

6. COACHES FOR WOMEN

7. TREASURER

8. REGISTRAR

9. WHAT OTHER DIFFICULTIES HAVE YOU HAD WITH RE-
SPECT TO THE ADMINISTRATION?

XIX. DEPARTMENTAL, PRE-PROFESSIONAL, AND
INTEREST GROUPS

-
- 1.1 Have had no opportunity to become interested in any pre-
professional group.
-
- 1.2 Lack of time prevented my attendance.
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